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ABSTRACT

This document is a curriculum guide for a 9- or 12-week high school business and marketing course stressing life skills and technology, developed for the state of Utah. The guide is comprised of two sections: an introductory section for teachers with ideas on class management, grading, and other aspects of teaching the material; answer keys; and handout masters; and a section containing 10 individual units, each with one to 10 lesson plans. The units cover the following topics: careers; cashiering; computer; electronic calculators; human relations; keyboarding and electronic typewriters; marketing; shortcuts for writing faster; electronic communications; and a simulated company. Units contain activities, sample work situations, quizzes, and answers to the activities and quizzes. (KC)

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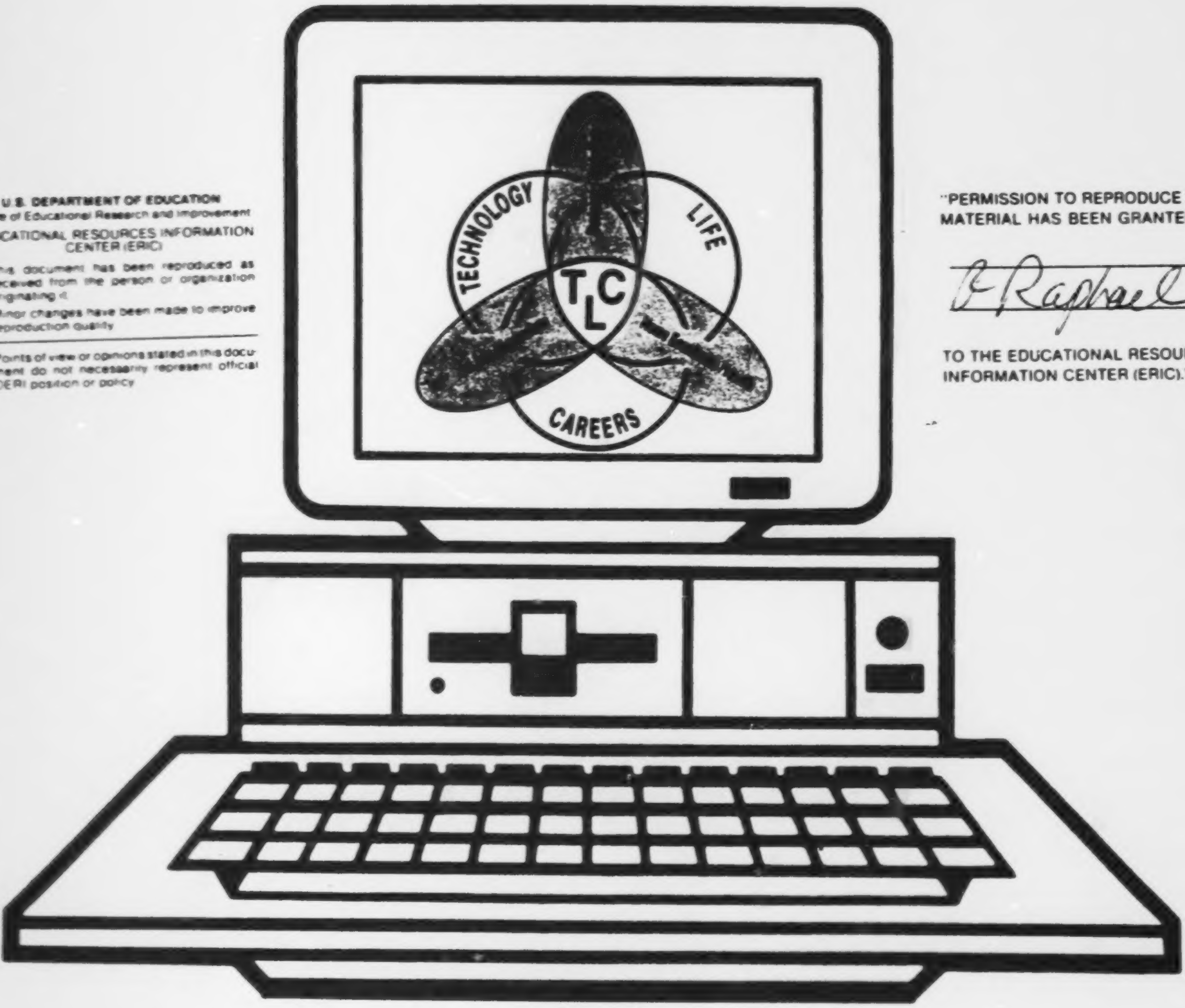

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TECHNOLOGY-LIFE-CAREERS
1993-94

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Special thanks to Janet Golavar for endless hours of editing.

BUSINESS AND MARKETING CORE CURRICULUM
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- C. K.A.S.H. Masters

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- G. Marketing
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NINE WEEK CORE
BUSINESS/MARKETING TLC

Introduction	2 days
Computers	10 days
Keyboarding	3 days
Marketing	4 days (the simulation also counts as 12 days of Marketing)
Calculators	6 days
Telecommunications (Electronic Communications)	3 days
Cashiering	3 days
Human Relations	2 days
Company (Simulation)	12 days

TOTAL	45 days

TWELVE WEEK CORE
BUSINESS/MARKETING TLC

Introduction	2 days
Computers	10 days
Keyboarding	4 days
Marketing	4 days (the simulation also counts as 14 days of Marketing)
Calculators	6 days
Telecommunications (Electronic Communications)	3 days
Cashiering	3 days
Human Relations	3 days
Shorthand	2 days
Careers	3 days
Guidance	3 days
Company (Simulation)	14 days
Teacher choices:	3 days
--these could be: extra computer time extra guidance assignments extra Company simulation student "Banker" assignment others	-----
TOTAL	60 days

The above is a suggested time line for rotation. Feel free to alter as needed.

Teacher Suggestions

TEACHER SUGGESTIONS

Following is a list of some ideas from TLC teachers of things they do that work well in their classrooms. You may want to consider using some of these ideas or modifying them to fit your own classroom situation.

Classroom Management

When you get a class list, make each student a packet which includes a large manila envelope, a data disk, a pencil, two check out cards for getting materials from the check out center, their guide sheet for signing off their assignments, and two coupons for hall pass emergencies. Students pick up their packet from a box when they come to class each day and put it away at the end of class. It is easy to take the roll because the envelopes tell who is not there. Students keep all their worksheets and K.A.S.H. in the envelopes, so they are always prepared and ready to work when they come to class. If someone is ill for more than a few days, things can be packed in the envelope and sent home.

Collect work as soon as it is finished and signed off and have student assistants file the work in individual file folders. This will eliminate one student copying from another's work and make it easy to verify grades.

Use an area as a check out center. Students use "check out" cards to get materials and receive their cards back when the materials are returned.

If one person has a question that you know will come up several times in that group, have everyone gather around while you demonstrate for the entire group. This helps you determine "experts" for each group who the students can go to for help if you are swamped. You may also want to pay students who tutor others.

Do mini lessons or demonstrations a few times a week to eliminate confusion with some units. For example, model taking shorthand, model using a dictaphone, model the counting method of making change, etc.

Ask $1 and $5 bonus questions from the units during and after clean-up. Students must raise their hands in order to answer. To add some variety, you may want to ask "girls only" questions, "boys only" questions, etc. Sample questions could be: "What does the 'A' in K.A.S.H. stand for?" "What is an entrepreneur?" "What keys do you press to save a document on the computer?"

Give two hall passes to each student. When they're gone, they're gone! If students still have hall passes at the end of the term, they may receive bonus K.A.S.H. for them.
As an alternative to copying all the worksheets and filing them, have your district prepare a student workbook containing the worksheets for required assignments. You would then copy only the bonus assignments and have them on file.

Ticket students who are misbehaving in class. When students receive a ticket, they must fill it out and return it before they are excused. Teachers may database the tickets and run reports for grading citizenship or deciding when students should be sent to the office or to student court, etc. The tickets are in the students' handwriting, so there are no arguments concerning citizenship grading. This makes it so teachers do not have to talk to the student or acknowledge the improper behavior in any way. Reward good behavior with auctions, K.A.S.H., activity days, field trips, etc.

Decrease the amount of paper work by having a manila folder for each student with the assignment sheet (which lists every activity and the amount of money possible) pasted on one side and an envelope for K.A.S.H. on the other side. Each time a student finishes and corrects an assignment, initial that assignment line. Every Friday pay the students by calling them up to your desk. Use a marker to highlight the work they did for the week and write down the number of things you highlighted. At the end of the term, just add the few numbers in your records. Use the inside of the folder to write down any fines you have to collect. This gives you a record for your citizenship grade. If a parent ever questions you, everything the student did is written in the folder. Use file folders to take attendance at the beginning of class--those not picked up are absent.

Take a chance and have students perform banker duties--i.e., pay for assignments, correct assignments, etc. You could work this into your rotation schedule as an assignment.

Get a rubber stamp with your name on it for passing off assignments. It is much quicker, less tiring, and harder for students to try to copy.

Auctions

Sell other items besides candy--for instance, jerky, ice cream bars (delivered by the distributor), posters, items for student lockers (boxes and baskets to organize things, magnetic note pads, mirrors, etc.), day off, vacation, or free assignment passes, hall passes, and bowling passes (or other locally donated passes).

If students forget to bring money for the auction, do not let them go to their lockers and get it. This allows you to begin the auction and also teaches responsibility.

Make an auction scale ranging from 0 to 500 in increments of 100. Laminate it and begin an arrow for each class at the bottom of the scale. The arrow for each class moves up and down according to behavior. When the top is reached, have an auction.

Careers

Students cut local newspaper ads for job descriptions showing computer related careers and then answer questions about training or experience required, job benefits and descriptions, etc.

Tell the students you are going to "measure" them to determine the perfect career for them. Use a yardstick and then make up a number (this will represent a page number in the Dictionary of Occupational Titles). Have the students look up the page in the Dictionary of Occupation Titles and read about the career. Students may then "measure" each other and look up various careers.

Have students decide on a career they are interested in and then send letters home so their parents can help them find someone who performs that occupation. Parents arrange for their student to spend a day talking to the person and helping in that occupation. You may want to clear it with your principal to have the students be away from school for one day. When the students return, you may require them to hand in a written report or give an oral report of their experience.

As an end of unit activity, have students write the names of careers on cards (and/or cut pictures from magazines or newspapers of people who look like they are working at that career) and post the card or sheet on the wall. Soon the entire wall will be covered with business and marketing careers.

Computer

Combine all computer units into one three-ring binder with dividers and place them by the computers. Use plastic covers to help protect the pages and keep them from ripping out.

Make the computer units top-bound so they can sit on a stand. This eliminates students trying to hold the book and type at the same time.

Human Relations

As a follow-up to the Human Relations unit, create a video or let the students write a script to a video which handles a human relations situation correctly.

Keyboarding

Bind keyboarding materials at the top. This makes them look professional, and they will stand up like a typing book.

Shortcuts

A possible bonus activity is to have students write something in shorthand and then trade and decipher.

Marketing

Create an audio tape with television and radio commercials which students will listen to and evaluate, rate, or determine their favorites.

The Company

Write a letter or note of praise home to parents after each group explaining their child's position and responsibilities in the company.

Have a contest among all employees to develop a company LOGO.

Use the Print Shop program used in running the company during the Graphics Unit to help prepare students for its use in the company or have students use the "Print Shop Pass-off" form prior to the company to introduce students to the program.

Miscellaneous

"The Choice Is Yours" is a very cheap ($7.95) and simple program that takes one day and allows students to answer questions about themselves and match their personality types with careers.

THE CHOICE IS YOURS
American Farm Bureau
Research Foundation
225 Touhy Avenue
Park Ridge, IL 60068

Once or twice during the trimester, have Product Day where students can bring food or items to auction or sell. After the auction, talk about the marketing cycle, supply and demand

and price, value added by marketing, etc. Read "The Sneeches" and talk about "Let the Buyer Beware," etc.

Flea Market Day is similar to Product Day, but emphasis is put on bringing enough items so each student can buy something. Auctioning benefits the very rich only and selling by the piece makes purchasing more affordable.

Create Extension Activity Choices for students who are ahead or have a little time before beginning something new. Ideas used are computer keyboarding, programming, application, and educational programs; peer tutor experience, typewriter mysteries, designing of classroom bulletin boards, or "spotlight" newspaper articles about someone in class.

Have the students keep a learning journal for the class. At the beginning of the class, have students write down goals. At the end of the class, have them write about at least one thing they learned or accomplished. At the end of the week, they could summarize in a paragraph what they have learned and turn it in for evaluation.

Grading

Grade students every two weeks to force students to continue working instead of completing a bunch of easy assignments, padding their grade, and goofing off when they have reached their desired grade. Below is an assignment scale based on completing 1 1/2 assignments per rotation day for an A grade. This scale would be used every ten days to evaluate student progress.

A	15 assign.	B-	11 assign.	D+	7 assign.
A-	14 assign.	C+	10 assign.	D	6 assign.
B+	13 assign.	C	9 assign.	D-	5 assign.
B	12 assign.	C-	8 assign.	F	0-4 assign.

Videos

Videos for WordPerfect 5.1 for self-paced work are available through:

LearnKey, Inc.
93 South Mountain Way Drive
Orem, Utah 84058 (801) 224-8210

The ones done by Karen Acerson are excellent. This is a list of the videos:

1. Beginning WordPerfect
2. Advanced WordPerfect
3. WordPerfect Update
4. Perfect Publishing with WordPerfect
5. Perfectly Legal
6. Perfecting the Office

They are so good and easy to understand. They are about $33 a video.

***** The following pages contain a few extra assignments for Human Relations and Graphics (Print Shop). There are also some Company order forms that may be used if you have The New Print Shop. Also included are example rotation schedules, assignment sheets, and classroom management certificates from other teachers.**

TLC
HALL PASS

Name__________

Period________

Date___________

Pass #1

TLC
HALL PASS

Name__________

Period________

Date___________

Pass #2

A day's WORK for
a day's PAY

You have lost
______ hrs / day's
pay ☹

WORK, WORK
WORK

☹ TICKET ☹

for
breaking the noise
ordinance

Pay $50^{00} to
Mrs. Tom
by the end of class or
pay $100^{00} tomorrow

Name ______________

Date ______________

ROTATION SCHEDULE KEY:

C = COMPUTERS

$ = CASHIERING

/ = MAKE-UP/BONUS DAY

– = DICTATION/TRANSCRIPTION

K = CALCULATORS

E = ELECTRONIC COMMUNICATIONS

T = TYPEWRITERS

+ = SALES CLERK

F = FILING CLERK

R = RECEPTIONIST

I = INFORMATION TECHNOLOGY

S = SHORTCUTS FOR WRITING FAST

M = MARKETING

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ROTATION SCHEDULE SPRING 1992

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	4(
01	C	C	C	C	C	C	C	C	C	C	T	T	T	T	K	K	K	K	K	K	K	$	$	/	E	M	M	M	M	+	+	F	/	R	R	I	I	S		-
02	C	C	C	C	C	C	C	C	C	C	T	T	T	T	K	K	K	K	K	K	K	$	$	/	E	M	M	M	M	+	+	F	/	R	R	I	I	S		-
03	C	C	C	C	C	C	C	C	C	C	T	T	T	T	K	K	K	K	K	K	K	$	$	/	E	M	M	M	M	+	+	F	/	R	R	I	I	S		-
04	C	C	C	C	C	C	C	C	C	C	T	T	T	T	K	K	K	K	K	K	K	$	$	/	E	M	M	M	M	+	+	F	/	R	R	I	I	S		-
05	C	C	C	C	C	C	C	C	C	C	T	T	T	T	K	K	K	K	K	K	K	$	$	/	E	M	M	M	M	+	+	F	/	R	R	I	I	S		-
06	C	C	C	C	C	C	C	C	C	C	S	R	R	/	K	K	K	K	K	K	K	E	T	T	T	T	$	$	I	I	M	M	M	M	+	+		-	F	/
07	C	C	C	C	C	C	C	C	C	C	S	R	R	/	K.	K	K	K	K	K	K	E	T	T	T	T	$	$	I	I	M	.M	M	M	+	+		-	F	/
08	C	C	C	C	C	C	C	C	C	C	S	R	R	/	I	I	M	M	M	M	F	K	K	K	K	K	K	K	T	T	T	T	$	$	/	E		-	+	+
09	S	I	I	R	R	/	M	M	M	M	C	C	C	C	C	C	C	C	C	C	F	K	K	K	K	K	K	K	T	T	T	T	$	$	/	E		-	+	+
10	S	I	I	R	R	/	M	M	M	M	C	C	C	C	C	C	C	C	C	C	F	K	K	K	K	K	K	K	T	T	T	T	$	$	/	E		-	+	+
11	S	I	I	R	R	/	M	M	M	M	C	C	C	C	C	C	C	C	C	C	F	K	K	K	K	K	K	K	T	T	T	T	$	$		-	/	E	+	+
12	S	I	I	R	R	/	M	M	M	M	C	C	C	C	C	C	C	C	C	C	F	K	K	K	K	K	K	K	T	T	T	T	$	$		-	/	E	+	+
13	S	I	I	R	R	/	M	M	M	M	C	C	C	C	C	C	C	C	C	C	F	K	K	K	K	K	K	K	+	+		-	T	T	T	T	$	$	/	E
14	S	I	I	R	R	/	M	M	M	M	C	C	C	C	C	C	C	C	C	C	F	K	K	K	K	K	K	K	+	+		-	T	T	T	T	$	$	/	E
15	S	I	I	R	R	F	M	M	M	M	C	C	C	C	C	C	C	C	C	C	+	+	T	T	T	T	/	E		-	K	K	K	K	K	K	K	$	$	/
16	S	+	+	T	T	T	T	R	R	/	C	C	C	C	C	C	C	C	C	C	F	M	M	M	M	I	I	E		-	K	K	K	K	K	K	K	$	$	/
17	S	+	+	T	T	T	T	R	R	/	I	I	F	M	M	M	M	E		-	C	C	C	C	C	C	C	C	C	C	K	K	K	K	K	K	K	$	$	/
18	S	+	+	T	T	T	T	R	R	/	I	I	F	M	M	M	M	E		-	C	C	C	C	C	C	C	C	C	C	K	K	K	K	K	K	K	$	$	/
19	+	+	M	.M	M	M	E	K	K	K	K	K	K	K	T	T	T	T		-	C	C	C	C	C	C	C	C	C	C	$	$	/	F	R	R	I	I	/	S
20	+	+	M	M	M	M	E	K	K	K	K	K	K	K	T	T	T	T		-	C	C	C	C	C	C	C	C	C	C	$	$	/	F	R	R	I	I	/	S
21	+	+	M	M	M	M	E	K	K	K	K	K	K	K	T	T	T	T		-	C	C	C	C	C	C	C	C	C	C	$	$	/	F	R	R	I	I	/	S
22	M	M	M	M	E		-	K	K	K	K	K	K	K	T	T	T	T	+	+	C	C	C	C	C	C	C	C	C	C	$	$	/	F	R	R	I	I	/	S
23	M	M	M	M	E		-	K	K	K	K	K	K	K	T	T	T	T	+	+	C	C	C	C	C	C	C	C	C	C	$	$	/	F	R	R	I	I	/	S
24	I	I	E	T	T	T	T	K	K	K	K	K	K	K		-	M	M	M	M	C	C	C	C	C	C	C	C	C	C	$	$	/	+	+	F	R	R	/	S
25	I	I	E	T	T	T	T	K	K	K	K	K	K	K		-	M	M	M	M	/	S	R	R	F	+	+	/	$	$	C	C	C	C	C	C	C	C	C	C
26	K	K	K	K	K	K	K	E	I	I	M	M	M	M		-	S	/	T	T	T	T	R	R	F	+	+	/	$	$	C	C	C	C	C	C	C	C	C	C
27	K	K	K	K	K	K	K	E	I	I	M	M	M	M		-	S	/	T	T	T	T	R	R	F	+	+	/	$	$	C	C	C	C	C	C	C	C	C	C
28	K	K	K	K	K	K	K	E	I	I	M	M	M	M		-	S	/	T	T	T	T	R	R	F	+	+	/	$	$	C	C	C	C	C	C	C	C	C	C
29	K	K	K	K	K	K	K	E	M	M	M	M		-	I	I	S	/	T	T	T	T	R	R	F	+	+	/	$	$	C	C	C	C	C	C	C	C	C	C
30	K	K	K	K	K	K	K	E	M	M	M	M		-	I	I	S	/	T	T	T	T	R	R	F	+	+	/	$	$	C	C	C	C	C	C	C	C	C	C
31	K	K	K	K	K	K	K	E	M	M	M	M		-	I	I	R	R	/	F	+	+	T	T	T	T	S	/	$	$	C	C	C	C	C	C	C	C	C	C
32	K	K	K	K	K	K	K	E	M	M	M	M		-	I	I	R	R	/	F	+	+	T	T	T	T	S	/	$	$	C	C	C	C	C	C	C	C	C	C

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ROTATION SCHEDULE 1991-92

STUDENT #

1 C ———— S — M —— E - F — K ———— C — Ps - T ———— ✓ R —
2 C ———— S — M —— E - F — K ———— C — Ps - T ———— ✓ R —
3 C ———— S — M —— E - F — K ———— C — Ps - T ———— ✓ R —
4 C ———— S — M —— E - F — K ———— C — Ps - T ———— ✓ R —
5 C ———— R — S — F — Ps - E K ———— C — E ✓ T ———— M ——
C ———— R — S — F — Ps - E K ———— C — E ✓ T ———— M ——
C ———— R — S — F — Ps - E T ———— C — E ✓ M - K ———— M -
C ———— R — S — F — Ps - E T ———— C — E ✓ M - K ———— M -
K ———— C ———— S — R — T ———— M — C —— Ps - F — ✓ E -
10 K ———— C ———— S — R — T ———— M — C —— Ps - F — ✓ E -
11 K ———— C ———— T ——— F — E - Ps - R — C —— M ——— S — ✓
12 K ———— C ———— T ——— F — E - Ps - R — C —— M ——— S — ✓
13 K ———— C ———— T ——— F — E - Ps - R — C —— M ——— S — ✓
14 K ———— C ———— T ——— F — E - Ps - R — C —— M ——— S — ✓
15 T ———— C ———— S — R — E - Ps F —— M — C —— K ———— ✓ Ps
T ———— C ———— S — R — E - R F —— M — C —— K ———— ✓ Ps
T ———— K ———— C ———— M —— R — S — ✓ Ps E - C ——— Ps F —
T ———— K ———— C ———— M —— R — S — ✓ Ps E - C ——— Ps F —
T ———— K ———— C ———— M —— R — S — ✓ Ps E - C ——— Ps F —
20 T ———— K ———— C ———— M —— R — S — ✓ Ps E - C ——— Ps F —
R — F — K ———— C ———— S — M — T ——— M ✓ C ——— E - Ps -
R — F — K ———— C ———— S — M — T ——— M ✓ C ——— E - Ps -
R — F — T ———— C ———— S — M — K ——— M ✓ C ——— E - Ps -
R — F — T ———— C ———— S — M — K ——— M ✓ C ——— E - Ps -
25 M —— E - T ———— K ———— C ———— Ps - F — R — S ——— ✓ C ——
M —— E - T ———— K ———— C ———— Ps - F — R — S ——— ✓ C ——
M —— E - T ———— K ———— C ———— Ps - F — R — S ——— ✓ C ——
M —— E - T ———— K ———— C ———— Ps - F — R — S ——— ✓ C ——
E - S — M —— F — K ———— C ———— T ——— ✓ Ps - R —— C ——
30 E - S — M —— F — K ———— C ———— T ——— ✓ Ps - R —— C ——
E - S — Ps F — R — T ———— C ———— K ——— M ——— ✓ Ps C ——
32 E - S — Ps F — R — T ———— C ———— K ——— M ——— ✓ Ps C ——

3 WEEKS FOR THE COMPANY

9 WEEKS
TIME FOR AUCTIONS, COUNSELING, ETC.

C	COMPUTER
S	CASHIERING
M	MARKETING
E	CAREERS
F	INFO. TECH.
K	10-KEY
Ps	COMPANY PRAC.
T	TYPEWRITER
✓	MAKE-UP DI
R	TAPE RECORD.

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GRADING SHEET - TLC

Name ______________________________ Number ________

_____ Disclosure
_____ KASH quiz

HUMAN RELATIONS
_____ Activity 1 worksheet
_____ Role plays

ECONOMICS
_____ Act 1
_____ Act 2
_____ Act 3
_____ Act 4
_____ Act 5

INVESTMENTS
_____ Act 1
_____ Act 2
_____ Act 3
_____ Act 4
_____ Bonus

MARKETING
_____ Promotional Cards
_____ Feature/Benefit
_____ Sales Presentation
_____ Personal Selling
_____ Logo

ADVERTISING
_____ Act 1
_____ Act 2
_____ Advertising poster

TECHNOLOGY
_____ Telecommunications
_____ Computer technology

COMPUTERS
_____ Graphics Act 2 wksht
_____ printout
_____ WP - Intro wksht
_____ printout
_____ WP - Maze wksht
_____ printout
_____ WP - Project choice
_____ DB - Salaries wksht
_____ printout 1
_____ printout 2
_____ printout 3
_____ DB - Careers wksht
_____ printout 1
_____ printout 2
_____ printout 3
_____ DB - Bonus
_____ SP - Personal Bud wksht
_____ printout
_____ SP - Income St wksht
_____ printout
_____ SP - Bonus

KEYBOARDING
_____ Act 1
_____ Act 2
_____ Act 3

CALCULATORS
_____ Act 1
_____ Act 2
_____ Act 3

SHORTCUTS
_____ Act 1
_____ Act 2
_____ Act 3

CASHIERING
_____ Act 1
_____ Act 2
_____ Act 3
_____ Act 4

CAREERS
_____ Career worksheet
_____ Career tryout

[illegible]. L. C.
USINES[illegible] MARKETING CORE

Name
Period
Student #

COMPUTERS

$10 WP The Maze
$10 Editing Desktop Act 1
$20 Desktop P/O **
$10 Personal Note
$10 Travel Plans

$10 DB Editing My Customers Act 1
$20 My Customers P/O (3) **

$10 SS Personal Budget Act 1 P/O
$10 Income Statement Act 2
$10 Income Statement P/O

PRINT SHOP COMPANY

Make up own orders on forms. . . .
$10 Signs (2)
$10 Letterheads (2)
$10 Greet Cards (2)

MOUSEPAINT

$10 Using MousePaint Act
$10 MousePaint Ad #1
$10 MousePaint Ad #2

0-KEY CALCULATORS

20 Act 1 Tape **
10 Act 2 Tape
10 Act 3 Tape
10 Act 4 Worksheet & tape
10 Act 5 Worksheet & tape
10 Act 6 Worksheet & tape
10 Act 7 Teacher's Aide
10 Act 8 Smart Shopping
20 BONUS Whiz Kids **

A.S.H. FINES

CAREERS

STORIES (Choose 5)
$10 Act 1 Secretary
$10 Act 2 Shipping Clerk
$10 Act 3 Word Process Oper
$10 Act 4 File Clerk
$10 Act 5 Shorthand Reporter
$10 Act 6 Clerk-Typist
$10 Act 7 Accounting Worker
$10 Act 8 Computer Programmer
$10 Act 9 Advertising Manager

CASHIERING

$10 Act 1 Change
$10 Act 2 Counting
$10 Act 3 Cashiering
$10 Act 4 Tax

INFO TECH

$10 Act 1 Technology
$10 Act 2 Characteristics
$10 Act 3 Hardware
$10 Act 4 Software
$10 Act 5 Quiz

COMPANY PREPARATION

$5 Time Card

$20 Order Forms **
$10 Ledgers (2)
$10 Payroll

EXTRA CREDIT

$10 Computer Review Terms
$10 Help Wanted
$10 Search & Find/Word Scramble

GRADE SUMMARY

Mid-Term
Term

TAPE RECORDERS

SHORTHAND

$5 Act 1 & 2
$20 Act 3 Shortcuts **
$5 Act 4 Practice
$10 Act 5 Dictation

MACHINE DICT

$10 Act 1
$10 Act 2
$10 Act 3

KEYBOARDING

$10 Act 1 Home Row
$20 Act 2 Practice **
$10 Act 3 H
$10 BONUS
$10 Act 4 CAPS
$10 Act 5 E
$10 Act 6 Electronics
$10 Act 7 Centering
$10 Act 8 Crossword [illegible]

MARKETING

$10 Proj 1 Branding
$10 Proj 3 Packaging
$10 Proj 5 Research **
$10 Proj 9 Buy Line

AT HOME ACTIVITIES

$5 Proj 2 Advertising
$5 Proj 6 We...World
$5 BONUS (World)
$5 Proj 7 [illegible]

THE COMPANY

TLC CORE ASSIGNMENTS

Name ________________________ Track ________ Student# ______

COMPUTERS

WP - *Introduction P/O ________
*Introduction Worksheet ________
*Maze P/O ________
*Maze Worksheet ________
Proj. 1 Rest. Mgr. ________
*Proj. 2 Travel Agent ________
Proj. 3 The Party ________
*Proj. 4 Personal Note ________
Proj. 5 History Report ________
Proj. 6 Office Careers ________
DB - *Salaries P/O ________
*Salaries Worksheet ________
*Careers P/O ________
*Careers Worksheet ________
Friends ________
My Customers ________
SS - *Personal Budget P/O ________
*Personal Budget Worksheet ________
*Income Statement P/O ________
*Income Statement WS ________
*Utah Payroll P/O ________
*Utah Payroll WS ________
Grades P/O ________
Grades WS ________
Personal Payroll P/O ________

PS - *Sign ________
PR - *Act. 1 Computer Language ________
*Act. 2 Introducing Basic ________
Act. 3 Strings ________
Act. 4 Strings on Same Line ________
Act. 5 Loops, For Next ________
Act. 6 Loops Within Loops ________
Act. 7 Input ________
Act. 8 Counter Variable ________
Act. 9 Simple Math ________

SHORTCUTS TO WRITING

*Act. 1 Alphabetic Shorthand ________
*Act. 2 Leave Out Vovels ________
*Act. 3 Brief Forms ________
Act. 4 Transcribe (Crossword) ________
Act. 5 Sentences ________
Act. 6 Evaluation ________

ELECTRONIC COMMUNICATIONS

*Act. 1 Worksheet ________
Video Worksheet ________

* [illegible] assignments **MUST** be done to pass the class.

CAREERS

*Act. 1 Cashier/Sales ________
Act. 2 Cashier/Sales ________
*Act. 1 Family Income/Expense ________
Act. 1 Writing Checks (1,2,3) ________
*Act. 1 File Clerk (names) ________
Act. 2 File Clerk (names) ________
*Act. 3 File Clerk (businesses) ________
Act. 4 File Clerk (letters) ________
*Act. 1 Receptionist (phone messages) ________
*Act. 2 Receptionist (long distance) ________
Act. 3 Receptionist (directory) ________
Act. 4 Receptionist (mail) ________
*Act. 1 Stenographer (complete letter) ________
Act. 2 Stenographer (write letter) ________

TEN-KEY

*Act. 1 ________
*Act. 2 ________
*Act. 3 ________
*Act. 4 ________
*Act. 5 Review ________
*Act. 6 Subtract ________
*Act. 7 Multiply ________
*Act. 8 Divide ________
Act. 9 Floating Decimal ________
Act. 10 Teacher's Aide ________
Act. 11 Smart Shopping ________
Act. 12 Invoice (Candy) ________
Act. 13 Sale Price ________
Act. 14 Sale Price ________
Act. 15 Whiz Kid ________

MARKETING

*Act. 1 Persuasive Ad. (Poster) ________
*Act. A Logo for Chocolates ________
*Act. B Design Cereal Box ________

HUMAN RELATIONS

*Lecture Worksheet ________
Act. 1 Role Play ________
Act. 2 Role Play ________
Act. 3 Role Play ________

CASHIERING

*Act. 1 Change ________
*Act. 2 Counting ________
*Act. 3 Cashiering ________
*Act. 4 Payroll ________
Act. 5 Bank Teller ________

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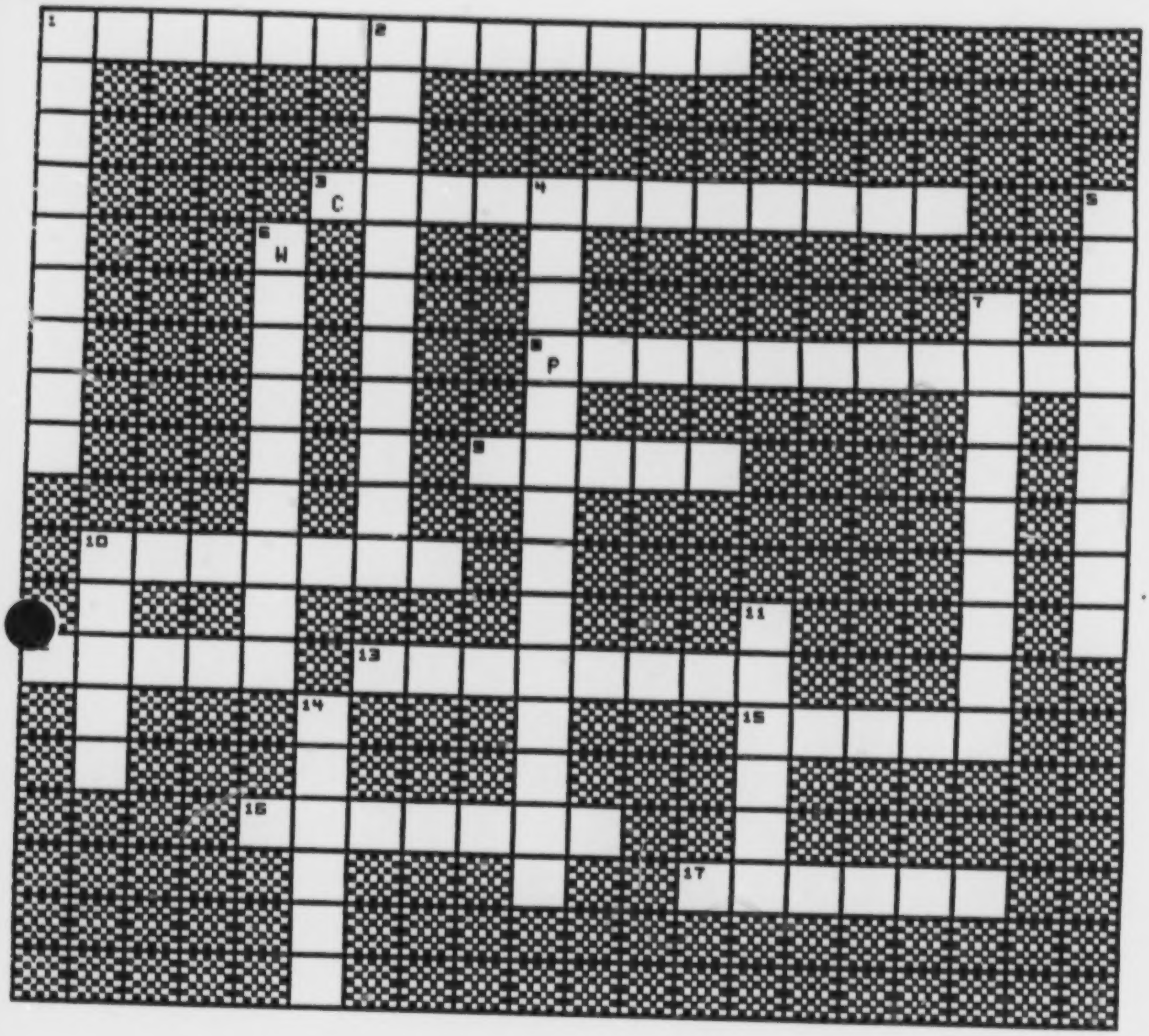
[illegible] RELATIONS


1
2
3 C
4
5
6 W
7
8 P
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10
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12
13
14
15
16
17

CROSS CLUES

1. Probably the most important key to good human relations.
3. One reason people work is to make a ________ to society.
8. Attitudes affect work ________.
9. A poor worker becomes ________ (or upset) easily.
10. Being faithful to the company, telling others about the company and its product.
12. Work is a purposeful activity that produces something of ____ for the worker or other people.
13. The way you feel about people or things is called your ________.
15. People also work for ________.
16. Being truthful in actions, speech and thoughts.
17. Your attitude toward school affects your __________.

DOWN CLUES

1. Treating others with kindness and respect.
2. You show this when you care about your company and want to do your part.
4. Completing tasks on time, correctly, and using your best effort.
5. A good worker pays __________.
6. The attitudes that make you successful at school also help you succeed in the ___________.
7. Being true to yourself, saying what you mean, and living what you believe.
10. A good worker is always willing to _______ new skills.
11. Successful communication should take place in all directions and without losing your __________.
14. Communication skills are also called ___________ skills.

NSWERS: HUMAN RELATIONS

C	O	M	M	U	N	I	C	A	T	I	O	N							
O						N													
U						V													
R					C	O	N	T	R	I	B	U	T	I	O	N			A
T				W		L			E										T
E				O		V			S								I		T
S				R		E			P	E	R	F	O	R	M	A	N	C	E
T				K		M			O								T		N
Y				P		E		A	N	G	R	Y					E		T
				L		N			S								G		I
	L	O	Y	A	L	T	Y		I								R		O
	E			C					B				T				I		N
V	A	L	U	E		A	T	T	I	T	U	D	E				T		
	R				P				L				M	O	N	E	Y		
	N				E				I				P						
				H	O	N	E	S	T	Y			E						
					P				Y			G	R	A	D	E	S		
					L														
					E														

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ACTIVITY 1 - SIGN PRINTSHOP

The PrintShop is an easy-to-use program that lets you create and design:

*Greeting Cards
*Signs
*LetterHeads
*Banners
*...and more

The PrintShop program is simple and easy to learn and use. Follow the steps carefully and you will be ready to printout a SIGN in a matter of minutes.

1. Turn on your computer, highlight New Printshop on the main menu and tap Enter.

2. Your monitor should now look like this:

The New Print Shop

MAIN MENU   PREVIEW

Greeting Card
Sign or Poster
Letterhead
Banner
Calendar
Name File
Quick Print
Graphic Editor
Setup
Exit

---

3. Use your arrow key to select SIGN and then Press Enter.

4. You are next asked to choose:

    Design Your Own
    Use a Ready Made
    Load a Saved Sign

    Choose DESIGN YOUR OWN. Press Enter.

5. Now TYPE OF SIGN appears on the screen. Choose

Tall by tapping enter.

6. Now you are at the SIGN MENU.

7. You are to choose a BORDER and tap enter. Highlight Thin then tap enter. The borders are shown on the screen as you highlight each choice. After looking at each border, use your arrow key to highlight your choice. Press ENTER.

8. You are back to the SIGN MENU again.

9. Select Graphic by tapping enter when Graphic is highlighted. A "graphic" is a picture or design you can select for your sign.

10. Now you see on the screen SELECT GRAPHIC LAYOUT. Scroll through the choices by using the down arrow key. When Small Corners is highlighted, tap enter to select it.

11. SELECT GRAPHIC FROM: is now on the screen.

GRAPHICS	Hi Res
PATTERNS	Original
HOLIDAY	Hi Res

Highlight "GRAPHICS Hi Res". Tap enter.

12. SELECT GRAPHIC is now on the screen. Use the arrow key down and scroll through the choices until you find one you like. Then Press Enter to get four graphics, one in each corner.

13. CHANGE GRAPHIC is now on the screen with PREVIEW to the right. You must change the graphics in the top right and bottom left to another graphic. Read the left side to see how to change to another picture (graphic).

14. Tap return.

15. The next step is to select Message from the SIGN MENU. From the SELECT FONT menu scroll through the different styles until you find one that you like. Tap enter to select the one you like.

16. Now SELECT STYLE is on the screen. Scroll through the choices. Then select SOLID by tapping Enter.

17. Type your initials.

18. Press enter once (1)

19. Type in the word IS Press F4 once and select OUTLINE by tapping Enter. This will make the word "IS" appear in outline form on your sign. Tap F5 once to Change Size. Press Return.

20. Now type an adjective that describes you positively. (Example awesome, great, terrific, etc.) Press F6 once to change the Alignment. This will make the adjective move to the left of the screen. Press Enter.

21. Now arrow key up to your name and tap F8 to CENTER TOP TO BOTTOM.

22. Tap ESC when you are done. This will take you to the SIGN MENU. With Print or Save highlighted tap enter.

23. Move the arrow key down or up to highlight TEST PAPER POSITION. Tap return.

24. Highlight Standard Position Test. Check to see that the printer head is on the crease of the paper. Tap Enter and look at the paper to see if the dotted line is really close to the crease.

25. Highlight Done and tap enter/return.

26. Highlight PRINT. Then Press Enter.

27. Exit to Main Menu.

28. Exit Yes, Exit to DOS

29. Get your Suggested Retail Price list and see if you can figure out how to get the correct price before your teacher instructs you in how to do this.

30. Take your Grade Sheet and Complete correct SIGN to your Vice President to be graded.

Customer Signature ________
Salesperson ________
Accounting Team ________
Accounting Manager ________
Cashier ________
Income Manager ________
Finance V.P. ________
Sales Manager ________
Marketing V.P. ________
Production Manager ________
Production Team ________
Coloring Team ________
Coloring Manager ________
Quality Control ________
Production V.P. ________
Delivery Manager ________

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Customer Signature ________
Salesperson ________
Accounting Team ________
Accounting Manager ________
Cashier ________
Income Manager ________
Finance V.P. ________
Sales Manager ________
Marketing V.P. ________
Production Manager ________
Production Team ________
Coloring Team ________
Coloring Manager ________
Quality Control ________
Production V.P. ________
Delivery Manager ________

GREETING CARD ORDER FORM

OUTSIDE OF CARD Includes Graphic $10.00

Sample of outside

_______Side Fold
_______Top Fold
BORDER: Wide __________
Thin __________
Oldpsbdr__________

GRAPHIC: ____________________

GRAPHICS ____________
PATTERNS ____________
HOLIDAY ____________
ICONS ____________
GRLIBSE ____________

MESSAGE: __________________ Each line of Writing x $ 3 ______

Select Font by name
________ Solid
________ Outline
________ 3-D
________ Raised
________ Shadow

Fully Colored $12 ______
Partially Colored $ 6 ______
Not Colored $ 0 ______

INSIDE OF CARD Includes Graphic $10.00

Sample of inside

_______Side Fold
_______Top Fold
BORDER: Wide __________
Thin __________
Oldpsbdr__________

GRAPHIC: ____________________

GRAPHICS ____________
PATTERNS ____________
HOLIDAY ____________
ICONS ____________
GRLIBSE ____________

MESSAGE: __________________ Each line of Writing x $ 3 ______

Select Font by name
________ Solid
________ Outline
________ 3-D
________ Raised
________ Shadow

Fully Colored $12 ______
Partially Colored $ 6 ______
Not Colored $ 0 ______

________________________ $ ______
Customer Signature TOTAL

____
Sales Person Signature

CUSTOMER RECEIPT

____________________ Order: ☐ Sign ☐ Letterhead
CUSTOMER NAME ☐ Greeting Card ☐ Banner

GREETING CARD ORDER FORM

OUTSIDE OF CARD Includes Graphic $10.00

Sample of outside

_______Side Fold
_______Top Fold
BORDER: Wide __________
Thin __________
Oldpsbdr__________

GRAPHIC: ____________________

GRAPHICS ____________
PATTERNS ____________
HOLIDAY ____________
ICONS ____________
GRLIBSE ____________

MESSAGE: __________________ Each line of Writing x $ 3 ______

Select Font by name
________ Solid
________ Outline
________ 3-D
________ Raised
________ Shadow

Fully Colored $12 ______
Partially Colored $ 6 ______
Not Colored $ 0 ______

INSIDE OF CARD Includes Graphic $10.00

Sample of inside

_______Side Fold
_______Top Fold
BORDER: Wide __________
Thin __________
Oldpsbdr__________

GRAPHIC: ____________________

GRAPHICS ____________
PATTERNS ____________
HOLIDAY ____________
ICONS ____________
GRLIBSE ____________

MESSAGE: __________________ Each line of Writing x $ 3 ______

Select Font by name
________ Solid
________ Outline
________ 3-D
________ Raised
________ Shadow

Fully Colored $12 ______
Partially Colored $ 6 ______
Not Colored $ 0 ______

________________________ $ ______
Customer Signature TOTAL

____
Sales Person Signature

CUSTOMER RECEIPT

____________________ Order: ☐ Sign ☐ Letterhead
CUSTOMER NAME ☐ Greeting Card ☐ Banner

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LETTERHEAD ORDER FORM

TOP Includes name line and one graphic $4.00 ______

GRAPHICS: ____________________
Select Graphic Layout

_ GRAPHICS ____________
_ PATTERNS ____________
_ HOLIDAYS ____________
_ ICONS ____________
_ GRLIBSE ____________

Sample top of letterhead

FULL PANEL GRAPHICS:
_ [illegible]
_ HOUSES
_ IRISES
_ LIBRARY
_ MEMO
_ MENU
_ MIDNIGHT
_ [illegible]
_ [illegible]
_ SWEETS

TEXT: Select FONT ____________
NAME

FONT STYLE: _ SOLID _ OUTLINE _ 3-D _ RAISED _ SHADOW

TEXT: ____________________
____
____

RULED LINE: _ THIN LINE _ THICK LINE _ DOUBLE LINE _ NO LINE

BOTTOM Includes name line and one graphic $4.00 ______

GRAPHICS: ____________________
Select Graphic Layout

_ GRAPHICS ____________
_ PATTERNS ____________
_ HOLIDAYS ____________
_ ICONS ____________

Sample bottom of letterhead

FULL PANEL GRAPHICS:
_ [illegible]
_ HOUSES
_ IRISES
_ LIBRARY
_ MEMO
_ MENU
_ MIDNIGHT
_ [illegible]
_ [illegible]
_ SWEETS

TEXT: Select FONT ____________
NAME

FONT STYLE: _ SOLID _ OUTLINE _ 3-D _ RAISED _ SHADOW

TEXT: ____________________
____
____

RULED LINE: THIN LINE _ THICK LINE _ DOUBLE LINE _ NO LINE

____
Customer Signature

____________________ $__________
Salesperson Total Due

CUSTOMER RECEIPT

____________________ Order: ☐ Sign
CUSTOMER NAME ☐ Greeting Card ☐ Banner ☐ Letterhead

____________________ ____________ $__________
SALESPERSON Date Total

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LETTERHEAD ORDER FORM

TOP Includes name line and one graphic $4.00 ______

GRAPHICS: ____________________
Select Graphic Layout

_ GRAPHICS ____________
_ PATTERNS ____________
_ HOLIDAYS ____________
_ ICONS ____________
_ GRLIBSE ____________

Sample top of letterhead

FULL PANEL GRAPHICS:
_ [illegible]
_ HOUSES
_ IRISES
_ LIBRARY
_ MEMO
_ MENU
_ MIDNIGHT
_ [illegible]
_ [illegible]
_ SWEETS

TEXT: Select FONT ____________
NAME

FONT STYLE: _ SOLID _ OUTLINE _ 3-D _ RAISED _ SHADOW

TEXT: ____________________
____
____

RULED LINE: _ THIN LINE _ THICK LINE _ DOUBLE LINE _ NO LINE

BOTTOM Includes name line and one graphic $4.00 ______

GRAPHICS: ____________________
Select Graphic Layout

_ GRAPHICS ____________
_ PATTERNS ____________
_ HOLIDAYS ____________
_ ICONS ____________

Sample bottom of letterhead

FULL PANEL GRAPHICS:
_ [illegible]
_ HOUSES
_ IRISES
_ LIBRARY
_ MEMO
_ MENU
_ MIDNIGHT
_ [illegible]
_ [illegible]
_ SWEETS

TEXT: Select FONT ____________
NAME

FONT STYLE: _ SOLID _ OUTLINE _ 3-D _ RAISED _ SHADOW

TEXT: ____________________
____
____

RULED LINE: THIN LINE THICK LINE _ DOUBLE LINE _ NO LINE

____
Customer Signature

____________________ $__________
Salesperson Total Due

CUSTOMER RECEIPT

____________________ Order: ☐ Sign
CUSTOMER NAME ☐ Greeting Card ☐ Banner ☐ Letterhead

____________________ ____________ $__________
SALESPERSON Date Total

SIGN ORDER FORM

__ TALL __ WIDE

Rough Sketch of Sign Ordered

SIGN $10.00

SIGN BORDER: no charge

Wide ________

Thin ________

Oldpsbar ________

GRAPHIC: ________

Select graphic layout

__ SMALL $ 6.00 ________

__ MEDIUM $ 8.00 ________

__ LARGE $10.00 ________

GRAPHICS ________

PATTERNS ________

HOLIDAY ________

ICONS ________

GRLIBSE ________

__ FULLY COLORED $12.00 ________

__ PARTIALLY COLORED $ 8.00 ________

__ NOT COLORED $ 6.00 ________

MESSAGE:

FONT: ________

name

__SOLID __OUTLINE __ 3-D __RAISED __SHADOW

__ **NORMAL** Per text line $ 6.00 ________

__ **DOUBLE** Per text line $ 9.00 ________

____

MESSAGE

____

Customer Signature

________ $ ________

Salesperson Signature Total

CUSTOMER RECEIPT

________ Order: ☐ Sign ☐ Letterhead

CUSTOMER NAME ☐ Greeting Card ☐ Banner

________ ________ $________

SALES PERSON DATES TOTAL

SIGN ORDER FORM

__ TALL __ WIDE

Rough Sketch of Sign Ordered

SIGN $10.00

SIGN BORDER: no charge

Wide ________

Thin ________

Oldpsbar ________

GRAPHIC: ________

Select graphic layout

__ SMALL $ 6.00 ________

__ MEDIUM $ 8.00 ________

__ LARGE $10.00 ________

GRAPHICS ________

PATTERNS ________

HOLIDAY ________

ICONS ________

GRLIBSE ________

__ FULLY COLORED $12.00 ________

__ PARTIALLY COLORED $ 8.00 ________

__ NOT COLORED $ 6.00 ________

MESSAGE:

FONT: ________

name

__SOLID __OUTLINE __ 3-D __RAISED __SHADOW

__ NORMAL Per text line $ 6.00 ________

__ DOUBLE Per text line $ 9.00 ________

____

MESSAGE

____

Customer Signature

________ $ ________

Salesperson Signature Total

CUSTOMER RECEIPT

________ Order: ☐ Sign ☐ Letterhead

CUSTOMER NAME ☐ Greeting Card ☐ Banner

________ ________ $________

SALES PERSON DATES TOTAL

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BANNER ORDER FORM

__ HORIZONTAL
__ VERTICAL

GRAPHIC: __ LARGE GRAPHIC BOTH ENDS	$10.00	$____
__ LARGE GRAPHIC ON ____	$ 5.00	$____
__ LARGE GRAPHIC ON ____	$ 5.00	$____
__ FULL PANEL ON BOTH ENDS	$10.00	$____
__ FULL PANEL ON ____	$ 5.00	$____
__ FULL PANEL ON ____	$ 5.00	$____

GRAPHIC TYPE:

__ GRAPHIC ____ NAME
__ PATTERN ____ NAME
__ HOLIDAY ____ NAME
__ ICONS ____ NAME
__ GRLIBSE ____ NAME

FOR FULL PANEL GRAPHICS:

__ HEARTS
__ MEDALS
__ PARTY
__ SALE TAG
__ SCREEN

__CERTIF
__FOOD
__INVITE
__JUKEBOX
__OAK
__OFFICE
__ROBOT
__SALE
__SANTA
__SCHOOL

MESSAGE: ____

FONT ____ NAME

FONT STYLE:

__ SOLID	Solid, $10 per letter	$____
__ OUTLINE	Outline, $5 per letter	$____
__ 3-D	3-D, $5 per letter	$____
__ RAISED	Raised, $5 per letter	$____
__ SHADOW	Shadow, $5 per letter	$____

__ ONE LINE OF TEXT
__ TWO EQUAL LINES OF TEXT
__ LARGE LINE OVER SMALL
__ SMALL LINE OVER LARGE

TRIM

__ THIN	$ 5.00	$____
__ OLDSBDR	$10.00	$____

____
Customer Signature

____ $____
Salesperson Total Due

CUSTOMER RECEIPT

____ Order: ☐ Sign
CUSTOMER NAME ☐ Greeting Card ☐ Banner ☐ Letterhead

____ ____ $____
SALESPERSON Date Total

BANNER ORDER FORM

__ HORIZONTAL
__ VERTICAL

GRAPHIC: __ LARGE GRAPHIC BOTH ENDS $10.00 $____
__ LARGE GRAPHIC ON ____ $ 5.00 $____
__ LARGE GRAPHIC ON ____ $ 5.00 $____
__ FULL PANEL ON BOTH ENDS $10.00 $____
__ FULL PANEL ON ____ $ 5.00 $____
__ FULL PANEL ON ____ $ 5.00 $____

GRAPHIC TYPE:

__ GRAPHIC ____ NAME
__ PATTERN ____ NAME
__ HOLIDAY ____ NAME
__ ICONS ____ NAME
__ GRLIBSE ____ NAME

FOR FULL PANEL GRAPHICS:

__ HEARTS
__ MEDALS
__ PARTY
__ SALE TAG
__ SCREEN

__CERTIF
__FOOD
__INVITE
__JUKEBOX
__OAK
__OFFICE
__ROBOT
__SALE
__SANTA
__SCHOOL

MESSAGE: ____

FONT ____ NAME

FONT STYLE:

__ SOLID Solid, $10 per letter $____
__ OUTLINE Outline, $5 per letter $____
__ 3-D 3-D, $5 per letter $____
__ RAISED Raised, $5 per letter $____
__ SHADOW Shadow, $5 per letter $____

__ ONE LINE OF TEXT
__ TWO EQUAL LINES OF TEXT
__ LARGE LINE OVER SMALL
__ SMALL LINE OVER LARGE

TRIM
__ THIN $ 5.00 $____
__ OLDSBDR $10.00 $____

____
Customer Signature

____ $____
Salesperson Total Due

CUSTOMER RECEIPT

____ Order: ☐ Sign
CUSTOMER NAME ☐ Greeting Card ☐ Banner ☐ Letterhead

____ ____ $____
SALESPERSON Date Total

BEST COPY AVAILABLE

Answer Keys

ANSWER KEY

CAREER TRYOUT - CASHIER/SALES CLERK - #1

Equipment: Calculator & Play Money

You are working for a public service organization which offers booklets on different subjects to anyone asking for copies. A small handling fee is charged to cover printing and mailing expenses.

PRICE PER COPY

Title	1-25 Copies	26-49 Copies	50 or more Copies
The "Cool" Look	80 cents each	76 cents each	75 cents each
Buying a Stereo	50 cents	48 cents	45 cents
The Grooming Handbook	50 cents	47 cents	45 cents
Shopping Guide	75 cents	70 cents	65 cents
Owning Your Own Car	40 cents	35 cents	30 cents
Makeup for Teens	75 cents	70 cents	65 cents
Getting Your First Job	30 cents	25 cents	26 cents

1. Use the list and figure the orders, checking the totals on the calculator.
   The first one is done for you.

Jan Mazoyer
10 copies, Makeup for Teens (10 copies X .75) = $ 7.50
30 copies, Owning Your Own Car (30 copies X .35) = $ 10.50

TOTAL = $ 18.00

Ms. Jamie Mather
30 copies, Buying a Stereo .48 = $ 14.40
12 copies, Getting Your First Job .30 = $ 3.60
20 copies, The Grooming Handbook .50 = $ 10.00

TOTAL = $ 28.00

Western Jr. High School
55 copies, Shopping Guide .65 = $ 35.75
100 copies, Owning Your Own Car .30 = $ 30.00

TOTAL = $ 65.75

Mr. Jason Jones
30 copies, Owning Your Own Car .35 = $ 10.50
112 copies, The "Cool" Look .75 = $ 84.00
11 copies, Shopping Guide .75 = $ 8.25

TOTAL = $ 102.75

ANSWER KEY--PAGE 2

Mrs. E. D. Cummins

30 copies, Makeup for Teens .70 = $ 21.00
12 copies, Getting Your First Job .30 = $ 3.60
40 copies, The Grooming Handbook .47 = $ 18.80

TOTAL = $ 43.40

2. Record the **TOTAL** of each sale in the **TOTAL** column on the chart below.

		Coins				**Dollars**			
SALE	**TOTAL**	**1¢**	**5¢**	**10¢**	**25¢**	**$1**	**$5**	**$10**	**$20**
Mazoyer	**$17.50**				**2**	**2**	**1**	**1**	
Mather	$28.00					3	1		1
Western	$65.75				3		1		3
Jones	$102.75				3	2			5
Cummins	$43.40		1	1	1	3			2

3. Once the totals are recorded, use the play money and count out and record the correct coins and bills to equal the total for each customer. The first one is done for you.

ANSWER KEY

FILL IN THE SALES SLIPS FOR THE NEXT FOUR SALES.

TEEN DEPT. NO. 195
Date July 1

Name Susan Sanders
Address SLC, UT

Quantity	Description	Unit Price	Total
1	Shirt	36.99	36.99
1	Sandals	28.99	28.99
		Total Cost	65.98
		Plus 5% Sales Tax	3.30
		Total Amount Due	69.28

TEEN DEPT. NO. 196
Date July 1

Name Kyle Carson
Address Ogden, UT

Quantity	Description	Unit Price	Total
1	Belt	15.99	15.99
1	Jeans	32.01	32.01
		Total Cost	48.00
		Plus 5% Sales Tax	2.40
		Total Amount Due	50.40

TEEN DEPT. NO. 197
Date July 1

Name Jamie Richardson
Address Roy, UT

Quantity	Description	Unit Price	Total
1	Dress	86.00	86.00
1	Necklace	8.99	8.99
		Total Cost	94.99
		Plus 5% Sales Tax	4.75
		Total Amount Due	99.74

TEEN DEPT. NO. 198
Date July 1

Name Jeremy Anderson
Address St. George, UT

Quantity	Description	Unit Price	Total
4	Socks	1.99	7.96
1	T-Shirt	5.99	5.99
		Total Cost	13.95
		Plus 5% Sales Tax	.70
		Total Amount Due	14.65

ANSWER KEY

PART II

Now that you have made the sales and recorded the totals, it is time to collect from your customers.

1. Write the total of each sales slip you have just figured on the chart below.

2. Write what change in coins and dollars you would give them back.

For Example:

John's total was $35.18. He gave you $40.00
His change would be recorded as 2 pennies, 1 nickel, 3 quarters, and 4 $1 bills.

Susan Sanders gave you $75.00. What is her change? Record on transaction Sheet

Kyle Carson gave you $55.25. What is his change? Record on transaction Sheet

Jamie Richardson gave you $100.05. What is her change? Record on transaction Sheet

Jeremy Anderson gave you $15.00. What is his change? Record on transaction Sheet

		Coins				Dollars			
SALE	**TOTAL OWED**	**1¢**	**5¢**	**10¢**	**25¢**	**$1**	**$5**	**$10**	**$20**
John	35.18	2	1		3	4			
Susan	69.28	2		2	2		1		
Kyle	50.40			1	3	4			
Jamie	99.74	1	1		1				
Jeremy	14.65			1	1				

3. As sales clerk, you receive 20% commission on your total sales for the day. How much commission did you make today?

NOTE: Add all four totals. Multiply the answer by 20%. This will give you the commission on your sales.

Commission $ 46.81

Name ANSWER KEY

Period ____
Score ____

ACTIVITY 1

Listed below are several personal names. They are not listed in alphabetical order. On the lines given, break each name down into units. Then write the names in alphabetical order on the cards below. The first two are done for you. Look at the five basic rules and the examples you've read to help you decide.

UNIT	Last Name UNIT 1	First Name UNIT 2	Middle Initial or Title UNIT 3
Edward Whiting, Jr.	Whiting	Edward	Jr.
Edward Whiting, III	Whiting	Edward	III
Bill Warren	Warren	Bill	
Kathryn Vanuyes, M.D.	Vanuyes	Kathryn	M.D.
Mary Werrett	Werrett	Mary	
Marvin Werrett-Brown	WerrettBrown	Marvin	
John H. Warren	Warren	John	H.
Susan Vanausdal	VANAUSDAL	SUSAN	
J. Harvey Warren	Warren	J.	Harvey
Kathryn Vanuyes	Vanuyes	Kathryn	
Mary-Beth Werrett	Werrett	MaryBeth	
John Warren	Warren	John	
Scott Van Halen	VANHALEN	SCOTT	

13. Whiting, Edward Jr.
12. Whiting, Edward III
11. Werrett-Brown, Marvin
10. Werrett, Mary-Beth
9. Werrett, Mary
8. Warren, John H.
7. Warren, John
6. Warren, J. Harvey
5. Warren, Bill
4. Vanuyes, Katherine, M.D.
3. Vanuyes, Katherine
2. Van Halen, Scott
1. Vanausdal, Susan

Name ANSWER KEY

Period ____
Score ____

ACTIVITY 2

Here's more practice! Listed below are several personal names. They are not listed in alphabetical order. On the lines given, break each name down into units. Then write the names in alphabetical order on the cards on the following page. The first two are done for you. Look at the five basic rules and the examples you've read to help you decide.

UNIT	Last Name UNIT 1	First Name UNIT 2	Middle Initial or Title UNIT 3
Andrew Johnson	Johnson	Andrew	
Benjamin Harrison	Harrison	Benjamin	
Calvin Coolidge	Coolidge	Calvin	
Franklin D. Roosevelt	Roosevelt	Franklin	D.
George H. Bush	Bush	George	H.
Harry S. Truman	Truman	Harry	S.
Herbert Hoover	Hoover	Herbert	
James Monroe	Monroe	James	
James A. Garfield	Garfield	James	A.
James E. Carter	Carter	James	E.
James Madison	Madison	James	
James Buchanan	Buchanan	James	
John Adams	ADAMS	JOHN	
John Tyler	Tyler	John	
John F. Kennedy	Kennedy	John	F.
John Quincy Adams	ADAMS	JOHN	QUINCY
Lyndon B. Johnson	Johnson	Lyndon	B.
Ronald W. Reagan	Reagan	Ronald	W.
Rutherford B. Hayes	Hayes	Rutherford	B.
Theodore Roosevelt	Roosevelt	Theodore	
Thomas Jefferson	Jefferson	Thomas	
William McKinley	McKinley	William	
William H. Harrison	Harrison	William	H.
Zachary Taylor	Taylor	Zachary	

Name ANSWER KEY

Period _____
Score _____

ACTIVITY 2

Following the instructions given on page 7 of this packet, file the letters on the following two pages.

24. Tyler, John
23. Truman, Harry S.
22. Taylor, Zachary
21. Roosevelt, Theodore
20. Roosevelt, Franklin D.
19. Reagan, Ronald W.
18. Monroe, James
17. McKinley, William
16. Madison, James
15. Kennedy, John F.
14. Johnson, Lyndon B.
13. Johnson, Andrew
12. Jefferson, Thomas
11. Hoover, Herbert
10. Hayes, Rutherford B.
9. Harrison, William H.
8. Harrison, Benjamin
7. Garfield, James
6. Coolidge, Calvin
5. Carter, James E.
4. Bush, George H.
3. Buchanan, James
2. Adams, John Quincy
1. Adams, John

Name ANSWER KEY

Period ____________

Score ____________

ACTIVITY 3

Part 1 Listed below are several business names. They are **not** listed in alphabetical order. Break each name down into units and write them in alphabetical order on the cards given. The first two are done for you. Use the business rules to help you.

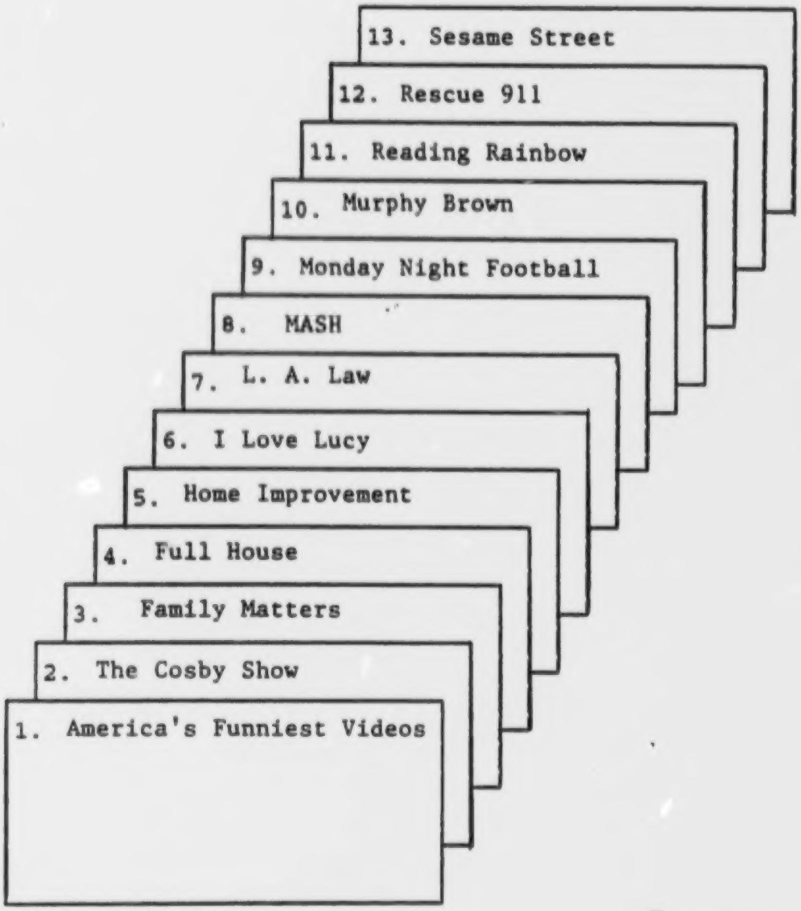
UNIT	UNIT 1	UNIT 2	UNIT 3
Pizza Hut	Pizza	Hut	
TCBY	TCBY		
The Taco Maker	Taco	Maker	The
The Hungry Heifer	HUNGRY	HEIFER	THE
Mable's Ice Cream	Mable's	Ice	Cream
7-11	7		
The Underground	Underground	The	
Potatohead Bar	Potatohead	Bar	
Seventh Heaven Steakhouse	Seventh	Heaven	Steakhouse
McDonalds	McDonalds		

10. The Underground
9. TCBY
8. The Taco Maker
7. Seventh Heaven Steakhouse
6. Potatohead Bar
5. Pizza Hut
4. McDonalds
3. Mable's Ice Cream
2. The Hungry Heifer
1. 7-11

ANSWER KEY--FILING CLERK TRYOUT--ACTIVITY 3, PART 2

Part 2 This practice uses TV programs. They are filed like businesses. Break each name down into units and write them in alphabetical order on the cards below. Use the business rules to help you.

UNIT	UNIT 1	UNIT 2	UNIT 3
The Cosby Show	Cosby	Show	The
Family Matters	Family	Matters	
L. A. Law	L.	A.	Law
MASH	MASH		
Home Improvement	Home	Improvement	
Murphy Brown	Murphy	Brown	
Monday Night Football	Monday	Night	Football
Full House	Full	House	
Rescue 911	Rescue	911	
I Love Lucy	I	Love	Lucy
Sesame Street	Sesame	Street	
Reading Rainbow	Reading	Rainbow	
America's Funniest Videos	America's	Funniest	Videos



13. Sesame Street
12. Rescue 911
11. Reading Rainbow
10. Murphy Brown
9. Monday Night Football
8. MASH
7. L. A. Law
6. I Love Lucy
5. Home Improvement
4. Full House
3. Family Matters
2. The Cosby Show
1. America's Funniest Videos

Name ANSWER KEY　　　　Period ______

Note: Messages may vary.　　　　Score ______

RECEPTIONIST TRYOUT
ACTIVITY 1--PART 1

Message #1

MESSAGE
for
Doug Carson
Caller Ms. Linda Bott
Of New York City
Number (202) 555-3984
☐ Please Call　☐ Came In　☐ Will Call Back
☐ Wants to See You　☐ Returned Your Call
MESSAGE
She has the software you want + will meet with you in your office in two days. If questions, call before end of today.
Date current date　Time 9:10 am　By your initials
11-1445

Message #2

MESSAGE
for
Lynn Meyrick
Caller Mr. Bret VanAustin
Of Business Essentials
Number
☐ Please Call　☐ Came In　☒ Will Call Back
☐ Wants to See You　☐ Returned Your Call
MESSAGE
He wants to discuss the presentation. He will call back at 1:30 pm.
Date current date　Time 11:15 am　By your initials
11-1445

Message #3

MESSAGE
for
Paul Gardner
Caller Mrs. Kathy Maycock
Of John Bowen + Associates
Number 376-9208
☐ Please Call　☐ Came In　☐ Will Call Back
☐ Wants to See You　☒ Returned Your Call
MESSAGE
Meet tomorrow at 4:00 pm. Call back only if there's a change of plans.
Date current date　Time 1:09 pm　By your initials
11-1445

Message #4

MESSAGE
for
Brad Ferguson
Caller David Jargen
Of
Number he says you know it
☒ Please Call　☐ Came In　☐ Will Call Back
☐ Wants to See You　☐ Returned Your Call
MESSAGE
URGENT - call him as soon as possible.
Date current date　Time 3:24 pm　By your initials
11-1445

Name ANSWER KEY Period ________

Score ________

QUESTIONS FOR ACTIVITY 1--PART 2
MAKING LONG DISTANCE CALLS

1. If your office is in Virginia, what time would you place a call to reach Las Vegas, Nevada at 8:15 a.m. Pacific time?

   11:15 a.m.

2. What is the area code for Dallas, Texas?

   214

3. You are working in California and want to reach an office in Wisconsin before 5:00 p.m. Central time. What time would you need to call?

   before 3:00 p.m.

4. If your office is in Nashville, Tennessee, and you want to reach an associate in Utah at 2:20 p.m. Mountain time, what time would you place the call?

   3:20 p.m.

5. What is the area code for Alberta, Canada?

   403

6. Your office is in Arizona and you need to call Pennsylvania before their lunch hour at 12:00 noon. When should you place the call?

   before 10:00 a.m.

7. If you work in Boston, Massachusetts and must speak to an associate in the state of Washington at 8:00 a.m. Pacific time, what time would you place the call?

   11:00 a.m.

8. What is the area code for Washington, D.C.?

   202

9. You are in an office in Florida and wish to speak to an associate in Alabama before 5:00 p.m. Central time. What time would you place the call?

   anytime before 6:00 p.m.

10. You work in Oregon and need to call an office in New York between 1:00 and 3:00 p.m. Eastern time. When would you place the call?

    between 10:00 a.m. and 12:00 noon

Name ANSWER KEY

Period ________

Score ________

US WEST SCAVENGER HUNT
ACTIVITY 2

1. You and your friend were so busy looking for deer that he ran his car into the river and now you're up a creek!

   What's the name and number of a good wrecker company?
   (Use the index at the front of the yellow pages if you need help.)
   answers will vary
   Where did you find the information?
   under **Towing** in the Yellow Pages

2. Remember that boy you met at Raging Waters? You just received a letter from him and you quickly write a reply.

   But what is the address of the nearest Post Office?
   (Look at the information at the beginning of this activity if you need help.)
   answers will vary
   Where did you find the information?
   in Blue Pages under **Federal Government**, or under **United States Post Office** in White Pages

3. You just made the final cuts for the basketball team. You want to 'reach out and touch someone' so you call your grandma who lives in West Virginia.

   What is the area code for West Virginia? 304

   Where did you find the information?

   At front of directory, or on the back of the White Pages in some books

4. You have had a bedroom in the basement for two years and you are SICK of looking at cement floors and wood framing.

   Who can you call to ask about a nice remodeling job?
   answers will vary
   Where did you find the information?
   under **Contractors** or **Home Improvement** in Yellow Pages

5. Your family is thinking of buying a swimming pool! Before you start digging the hole for the pool, you better check with the Buried Cable Location Service.

   What is the phone number?
   answers will vary
   Where did you find the information?
   At front of directory--listed with other telephone company numbers

6. The 24th of July is coming up and your school club wants to sell snow cones as a fund raiser. All fund raisers must be approved by the local Chamber of Commerce.

What is the phone number of your local Chamber of Commerce?
answers will vary
Where did you find the information?
(Look at the information at the beginnng of this activity if you need help.)
under **City** name in White Pages

7. You have had a sore throat for weeks and you have used up three bottles of chloroseptic. Before you become addicted, you better find a sore throat specialist (doctor).

Whom can you call?
answers will vary
What is the number?
answers will vary
Where did you find the information?
under **Physicians**, cross reference **Doctors** in Yellow Pages

8. Your pet bird died and, to show your respects, you want a mortician to handle the last rites.

What is the name and number of a mortician in your area?
answers will vary
Where did you find the information?
under **Funeral Directors** in Yellow Pages

9. Your little sister tried to feed a peanut butter sandwich to your tape player and now the auto reverse doesn't work.

Find the number of a company who can fix it.
answers will vary
Where did you find the information?
under **Sound** in Yellow Pages

IF YOU ENJOYED THIS ACTIVITY, YOU WILL WANT TO DO THE BONUS ACTIVITY AT THE END OF THIS PACKET FOR MORE PRACTICE USING A TELEPHONE DIRECTORY!

Name ANSWER KEY

Period ________

Score ________

ACTIVITY 3

Instructions:

In the space provided, indicate what class of mail or special mail service you would suggest for each item.

Use the information provided in the Introduction to help you decide which type of service would be your best choice. Remember that you want to send the item as efficiently--and yet as inexpensively--as possible.

A.	A check enclosed with a personal letter.	First Class
B.	A catalog, weighing less than 16 ounces, that you ordered showing all kinds of tricks to play on younger brothers and sisters.	Third Class
C.	An important medical record that requires proof of mailing.	Certified Mail
D.	An advertising circular announcing a grand opening.	Third Class
E.	A picture of a good looking girl/guy that your friend needs to receive TODAY!	FAX Machine
F.	A 9-ounce package containing a $5,000 ring.	Registered Mail
G.	A homework paper that you left at your cousins's house in another city and which you need to receive within 24 hours.	Express Mail
H.	A 64-ounce package containing catalogs.	Fourth Class
I.	A package of merchandise worth $50.00.	Insured Mail
J.	A magazine to which your office subscribes.	Second Class
K.	A pet elephant worth $6,000 which your grandma is sending you for your birthday.	Registered Mail
L.	A letter to the manager of a neighboring branch. Your company has access to truck service.	Branch Mail
M.	A copy of a legal document that another company needs to receive in the next hour.	FAX Machine
N.	A report card that your teacher wants to send to your parents and show proof of mailing.	Certified Mail
O.	A letter to another company that must be received within 24 hours. They do not have a FAX machine.	Express Mail

Name ANSWER KEY

Period____________
Score____________

US WEST SCAVENGER HUNT
ACTIVITY 4--BONUS

Here is some more practice using the phone book. Reread the directions for Activity 2 to do this worksheet.

1. Your mother calls you from work and needs you to look up the number of **McDonald's.**

   What is the number?
   answers will vary

   Where did you find the information?
   under **M** in the White Pages

2. The summer is getting hotter, and the mosquitoes are getting thicker. You have got to get rid of some these blood thirsty creatures. (Look in the front of the phone book.)

   What's the number of your County Mosquito Abatement Department?
   answers will vary

   Where did you find the information?
   in Blue Pages under **County Government** or under **County Name** in city of location in White Pages

3. With the end of school nearing, you want to have big party for all of your friends. You don't want to have to worry about the food and decorations, so you look for a business to help you out.

   What is the name and number of the business?
   answers will vary

   Where did you find the information?
   under **Caterer** in Yellow Pages

4. Your friend is showing suicidal tendencies and you think he needs serious help.

   What is the name and number of a treatment center?
   answers will vary

   Where did you find the information?
   under **Hospitals**, or **Drug Addiction** in Yellow Pages, or in Blue Pages under **County Government**, Substance Abuse, or under **Community Information**)

5. Your little brother keeps pestering you to fix his bike. You finally take time to investigate the problem and decide you will need several bolts to hold the thing together.

   What is the name and number of a business that sells bolts?

   answers will vary

   Where did you find the information?
   under **Hardware** or **Bolts** in Yellow Pages

6. The termites are gradually devouring your bedroom door. If you want any privacy at all, you need to bust them now!

   Who ya gonna call?
   answers will vary

   Where did you find the information?

   under **Pest Control** in Yellow Pages

7. There are so many things you want to do this summer, but you don't have any money; and your mom and dad aren't about to waste their money on your vacationing. Maybe you could get a temporary job to earn some fun money.

   What is the name of a company who could help you find a temporary job?

   answers will vary

   Where did you find the information?

   under **Employment** in the Yellow Pages

8. Well, the spring dance is coming up, and you want to look your best. Since the last perm your mother gave you fried your hair nearly off, you decide to get a professional.

   What is the number of a good hairdresser?
   answers will vary

   Where did you find the information?

   under **Beauty** in Yellow Pages

9. You are interested in buying an electric guitar so you can join the junior high jazz ensemble. You would like to know what instruments are available and what the best brands on the market are.

   What is a number you can call to find Consumer Tips on Musical Instruments? (Check the front of the white pages.)
   answers will vary

ANSWER KEY--STENOGRAPHER TRYOUT

June 1, 19--

Mr. Sheldon McDonnel, Manager
Data Information, Inc.
4390 Castle Rock Avenue
Hackensack, NJ 07606

Dear Mr. McDonnel

Nowadays, there (are) r literally hundreds (of) v different kinds of computers marketed (by) b as many manufacturers. (The) - complexity of (each) ech kind (may) ma vary considerably, (but) b in the end, each computer has two fundamental sections--the (control) cntrl unit and (the) - arithmetic and logic unit.

The (control) cntrl unit reads and interprets program instructions, directs the operation of (internal) ntrnl processor components, and controls the (flow) flo of the programs and data in and out (of) v primary storage. A program (must) mst first be loaded to primary storage before (it) / can be executed.

The arithmetic and logic unit (performs) prfrms all computations--addition, subtraction, multiplication, and division--and all (logic) lgc operations--comparisons. Examples of computations include the (following) flo: the payroll deduction (for) f Social Security, the day-end inventory, and the (balance) blns on bank statements. A logic operation, on the (other) otr hand, (is)) a comparison between two (pieces) pcs of data. The arithmetic and logic unit also (does) dz alphabetic comparisons. For example, when comparing Smyth and Smith, Smyth is evaluated as (being) b alphabetically greater, so (it) / is positioned after Smith.

If you (are) r interested in a further "look inside" the APPEX microcomputer, (please) plz join us on June 30 at 7 p.m. at the Hotel Hamlette. Mr. Ron Martin, Director of Technology, will show (you) u the internal operations of the APPEX microcomputer.

Sincerely

Marianne Chong
Sales Director

xx

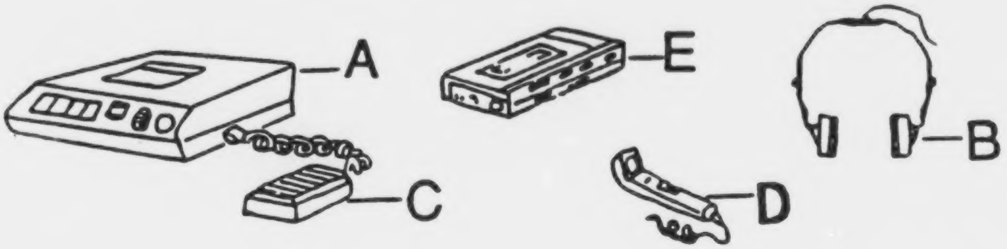
Name ANSWER KEY

Period __________

Score __________

DICTATING/TRANSCRIBING MACHINES
PUTTING IT ON PAPER
ACTIVITY 1: MACHINE PARTS

Directions: As you listen to the tape on Dictating/Transcribing Machines, answer the questions below.



1. Match the illustrations above with the names below.

D Recording Microphone

A Desk-Size Transcribing Unit

B Earphones

C Foot Pedal

E Portable Recording Unit

2. According to the tape, which piece of equipment would someone be likely to carry with him/her when traveling? Portable recording unit

3. What is the biggest advantage a transcribing machine has over a tape recorder?

Hands are free because foot pedal can stop and start tape.

WHEN YOU HAVE FINISHED THIS ACTIVITY, YOU MAY CONTINUE LISTENING TO THE TAPE.

Name ANSWER KEY

Period ______

Score ______

DICTATING/TRANSCRIBING MACHINES
PUTTING IT ON PAPER
ACTIVITY 2: TRANSCRIBING A LETTER

Directions: Listen carefully and fill in the blanks as the letter is dictated on the tape. GOOD LUCK!!!

______ ______, ______ (current date)

Ms. Mary Sue Stevens
4975 Apple Lane
Computer City, UT 84412

Dear Ms. Stevens:

My business and marketing core class is planning a company project. In this project, my committee is responsible for making ten advertising posters, which will be used to let other students know about our company.

My committee has prepared some colorful 12/24 inch posters. May we put up one of these posters on the bulletin board in your classroom? We should like to put up these posters after school on Thursday.

Please let us know whether or not we may use space on your bulletin board to advertise our company by jotting a note at the bottom of this letter and placing it in my core teacher's office mail box.

Sincerely yours,

______ (Student's signature)
Advertising Manager

Name ANSWER KEY

Period ____

Score ____

DICTATING/TRANSCRIBING MACHINE
PUTTING IT ON PAPER
ACTIVITY 3: TRANSCRIBING A REPORT

Directions: Listen carefully to the letter dictated on the tape and fill in the blanks as dictated.

GOOD LUCK !

HOW GOOD IS YOUR MEMORY?

What's the longest thing you have ever memorized? Maybe it was a famous speech, such as Abraham Lincoln's Gettysburg Address. Or maybe it was a favorite poem. Do you still remember the words to that speech or poem?

In 1983 the average microcomputer could store and remember between 48,000 and 64,000 characters (letters, numbers, or symbols) in its memory.

That would be like memorizing the Declaration of Independence, plus all of the Constitution of the United States including the original ten amendments (called the Bill of Rights), and the 16 amendments since the Bill of Rights. Even then, you would have memorized only about 36,000 characters of information.

Of course, human beings do not handle each character as a separate "byte" of information as a computer does. Instead, they memorize meaningful combinations of characters, words and sentences.

That may seem like a lot of information to be able to remember. But think about this. It's been estimated that the human brain is able to store about 125 trillion characters. How much memory capacity is that?

Let's say you started to count to 125 trillion today. From now on, you would do nothing else but count one number every second. You would not take time to eat, or sleep. By the time one year rolled by, you would have counted to about 31 million. But you would still be a very long way from your goal. In fact, it would take you another 4 million years to finally reach number 125 trillion.

Are you ready? 1, 2, 3.

Name ANSWER KEY

Period ____________

Score ____________

DICTATING/TRANSCRIBING MACHINE
PUTTING IT ON PAPER
QUIZ: DICTATING/TRANSCRIBING MACHINE

Directions: Answer the questions below as completely as you can.

GOOD LUCK !

1. Name 5 parts of a dictating/transcribing machine.

a. transcribing unit
b. portable recording unit
c. recording microphone
d. foot pedal
e. ear phones

2. Name 4 specific jobs where a dictating/transcribing machine might be used.

a. secretary
b. salesman
c. reporter
d. boss who travels

3. List 3 reasons why people like using dictating/transcribing machines.

a. never complains or gets tired
b. willing to work late, early--away from the office
c. portable--can be carried

4. Give 2 ways in which YOU might use a dictating/transcribing machine.

a. record club meetings, family meetings
b. record for journal of ideas to be written later

ANSWER KEY--GENERAL CLERK TRYOUT--ACTIVITY 1

Ana Rivas: sold a $6,000.00 policy on October 28. The premium is $190.00 and the commission rate is 30%.

Phillip Behling: sold a $10,000.00 policy on October 2. The premium is $520.00 and the commission rate is 30%.

Frank Conklin: sold a $7,000.00 policy on October 29. The premium is $200.00 and the commission rate is 40%.

PIONEER INSURANCE COMPANY

Sales Report For (date)

(1) Name of Agent	(2) Date of Sale	(3) Policy Amount	(4) Premium	(5) Commission	(6)
				(X)Rate	(=)Amount
Diane Gard	Oct. 7	$10,000.00	$250.00	30%	$ 75.00
Merle Richardson	Oct. 21	$ 5,000.00	$ 90.00	55%	$ 49.50
William Matthews	Oct. 9	$ 2,000.00	$ 65.00	20%	$ 13.00
Patrick Wagner	Oct. 10	$ 8,000.00	$250.00	30%	$ 75.00
Ana Rivas	Oct. 28	$ 6,000.00	$190.00	30%	$ 57.00
Phillip Behling	Oct. 2	$10,000.00	$520.00	30%	$156.00
Frank Conklin	Oct. 29	$ 7,000.00	$200.00	40%	$ 80.00
TOTALS	XXX	$48,000.00	$1,565.00		$505.50

Prepared by: student's name

Date: current date

Name ANSWER KEY

Period ________
Score ________

CAREER TRYOUT - GENERAL CLERK

Activity 2
Verifying Invoices

Check the invoices in this project to find out if the numbers are correct. This is done by multiplying the quantity by the unit price to get the total. If you find an error, **cross out the wrong number and write in the correct one.** Be sure that all of the totals are correct. After you have corrected an invoice, **write your initials** near the lower right hand corner of the invoice. Each invoice has at least one error.

INVOICE NO. 1

INVOICE

McCHESNEY SUPPLIES AND EQUIPMENT
5678 MONOMA DRIVE
MONOMA, WI 53716

DATE: 3/18/
INVOICE NO.: 36034
CUST. ORDER NO.: 29856
SHIPPED VIA: UPS

SOLD TO: Pioneer Insurance Company
Madison, Wisconsin 53701

QUANTITY	DESCRIPTION	CATALOG NO.	UNIT PRICE	TOTAL
6 Cartons	Printers Ink	P-169	$18.00	$108.00
100 Reems	Lined Paper	G-071	2.20	220.00 ~~222.00~~
50 Boxes	Rubber Bands	G-161	.50	25.00 ~~2.50~~
9 Boxes	Typewriter Ribbons	T-060	4.00	36.00
				389.00 ~~$368.50~~

CR ← student's initials

ANSWER KEY--GENERAL CLERK TRYOUT--ACTIVITY 2, PAGE 2

INVOICE 2

TA TROPIC-AIR POOL DISTRIBUTORS

814 Walker Street
Augusta, GA 30902-7935
(912) 454-2880

Invoice

Pioneer Insurance Company
234 Walker Lane
Madison, Wisconsin 53701

Terms

Date	3/19/--
Our Order No.	9287
Cust. Order No.	351
Shipped Via	Truck

Quantity	Description	Unit Price	Total
15	Sales Trophies	$16.00	$240.00
19	Award Certificates, Framed	7.95	151.05
120	Award Certificates	3.10	372.00
11	Contest Plaques	9.85	108.35
			871.40 ~~$872.50~~

Ca

↗

student's initials

INVOICE 3

Futura Computer Systems

42 Cannon Drive • Santa Barbara, CA 93105-2233 • (805) 925-1125

PURCHASE ORDER

Pioneer Insurance Company
234 Walker Lane
Madison, Wisconsin 53701

Purchase Order No.:	14692
Date:	3/17/--
Terms:	
Shipped Via:	UPS

Quantity	Description/Stock Number	Price		Per	Total	
600 reams	Stock No. 6483-Blue	$3	80		2280 ~~$220.~~	00 ~~00~~
190 reams	Stock No. 6942-White	4	10		779 ~~797.~~	00 ~~00~~
220 cartons	Stock No. 7001-Yellow	6	80		1496 ~~149.~~	00 ~~00~~ ✓
					4555 ~~$1166.~~	00 ~~00~~
						CR

CR—student initials

Name _ ER KEY

Period ____

Score ________

THE __________ FAMILY

Income and Expense Record

DATE		EXPLANATION	TOTALS				EXPENSES															
			Receipts		Payments		Savings		Food		Clothing		Household		Trans-portation		Health & Personal		Recreation & Education		Gifts & Contributions	
		Budget			2575	00	235	00	400	00	325	00	540	00	475	00	150	00	325	00	125	00
Feb.	1	Balance	690	00																		
	2				425	00	235	00	87	00	25	00	12	00	25	00	21	00			20	00
	13	Steve's Salary	662	50	567	00			68	00	185	00			210	00	63	00	16	00	25	00
	15	Kari's Salary	625	00	325	00									325	00						
	16	Mortgage Pay.			450	00							450	00								
	18				191	00			79	00			80	00	17	00					15	00
	22				133	00					36	00	24	00			45	00	8	00	20	00
	28	Steve & Kari's Salaries	1,287	50	127	00			70	00					15	00			29	00	13	00
	28	TOTALS	3,265	00	2,218	00																
		Balance $1,047.00																				

Name ANSWER KEY

Period ______

Score ______

CAREER TRYOUT
WRITING CHECKS AND RECONCILING BANK STATEMENTS

Equipment: Calculator
Pen

PART 1

When you get your first job, you will probably want to open a checking account. There is a right way and a wrong way to write out a check. Look at the example below and then try writing out your own check for $25.50 to The Gap for a pair of jeans. Use the current date.

Use a pen, and fill out the check stub first, then the check.

$ 38.50
Sept. 1 19 91
TO The Gap
FOR jeans

	DOLLARS	CENTS
BAL FOR'D	100	25
DEPOSITS		
TOTAL	100	25
THIS CHECK	38	50
OTHER DEDUCTIONS		
BAL FOR'D	61	75

86-171/1031

September 1 19 91

PAY TO THE ORDER OF The Gap $ $38\frac{50}{100}$

Thirty-eight and $\frac{50}{100}$ DOLLARS

FOR CLASSROOM USE ONLY

Second National Bank
NORMAN, OKLAHOMA

FOR jeans John Doe

⑆103101712⑆ 101-16487214⑈

$ 25.50
(current date) 19 __
TO The Gap
FOR jeans

	DOLLARS	CENTS
BAL FOR'D	100	25
DEPOSITS		
TOTAL	100	25
THIS CHECK	25	50
OTHER DEDUCTIONS		
BAL FOR'D	74	75

86-171/1031

(current date) 19 __

PAY TO THE ORDER OF The Gap $ $25\frac{50}{100}$

Twenty-five + $\frac{50}{100}$ DOLLARS

FOR CLASSROOM USE ONLY

Second National Bank
NORMAN, OKLAHOMA

FOR jeans (student signature)

⑆103101712⑆ 101-16487214⑈

Now that you have filled out your own check and the check stub, check off each item you remembered to do:

_X_ Entered check amount on check stub.

_X_ Entered current date.

_X_ By "To" wrote "The Gap."

_X_ By "For" wrote "jeans."

_X_ By "This Check" $25.50

_X_ By "Bal For'd" $74.75 (You get this amount by subtracting your check amount from the Bal For'd)

_X_ Wrote the date on your check.

_X_ Wrote "The Gap" on the line "Pay to the Order Of"

_X_ Wrote the check amount in figures. (25.50)

_X_ Wrote the check amount in words with a line to fill in blank space. (Twenty Five and 50/100)

_X_ Wrote the purpose of check. (jeans)

_X_ Signed your name (signature) in ink.

Did you get them all right? If not, make any corrections needed so your check matches the example.

PART 2

Now that you know how to write out a check and fill in a check stub, let's assume you just opened your first checking account. On the next page are four checks and check stubs. Fill out the check stubs and write checks for the following transactions. Because this is your account, you decide to whom you wrote the check and for what item. The amounts are already listed. Use the current date.

a. Pay $9.38 for __________ purchased from __________________________
b. Pay $5.25 for __________ purchased from __________________________
c. Pay $41.83 for __________ purchased from __________________________
d. Pay $10.99 for __________ purchased from __________________________

Make sure you follow every step from the check list. What is your final balance? $32.55

ANSWER KEY--CHECKS AND STATEMENTS TRYOUT--PAGE 3

1

$ 9.38
(current date) 19__
TO -answers may
FOR vary-

	DOLLARS	CENTS
BAL FOR'D	100	00
DEPOSITS		
TOTAL	100	00
THIS CHECK	9	38
OTHER DEDUCTIONS		
BAL FOR'D	90	62

86-171/1031
(current date) 19__
PAY TO THE ORDER OF -answer may vary- $ 9 38/100
Nine + 38/100 DOLLARS
FOR CLASSROOM USE ONLY
Second National Bank
NORMAN, OKLAHOMA
FOR -answer may vary- (student signature)
:103101712: 101-16487214"

2

$ 5.25
(current date) 19__
TO -answers may
FOR vary-

	DOLLARS	CENTS
BAL FOR'D	90	62
DEPOSITS		
TOTAL	90	62
THIS CHECK	5	25
OTHER DEDUCTIONS		
BAL FOR'D	85	37

86-171/1031
(current date) 19__
PAY TO THE ORDER OF -answer may vary- $ 5 25/100
Five + 25/100 DOLLARS
FOR CLASSROOM USE ONLY
Second National Bank
NORMAN, OKLAHOMA
FOR -answer may vary- (student signature)
:103101712: 101-16487214"

3

$ 41.83
(current date) 19__
TO -answers may
FOR vary-

	DOLLARS	CENTS
BAL FOR'D	85	37
DEPOSITS		
TOTAL	85	37
THIS CHECK	41	83
OTHER DEDUCTIONS		
BAL FOR'D	43	54

86-171/1031
(current date) 19__
PAY TO THE ORDER OF -answer may vary- $ 41 83/100
Forty-one + 83/100 DOLLARS
FOR CLASSROOM USE ONLY
Second National Bank
NORMAN, OKLAHOMA
FOR -answer may vary- (student signature)
:103101712: 101-16487214"

4

$ 10.99
(current date) 19__
TO -answers may
FOR vary-

	DOLLARS	CENTS
BAL FOR'D	43	54
DEPOSITS		
TOTAL	43	54
THIS CHECK	10	99
OTHER DEDUCTIONS		
BAL FOR'D	32	55

86-171/1031
(current date) 19__
PAY TO THE ORDER OF -answer may vary- $ 10 99/100
Ten + 99/100 DOLLARS
FOR CLASSROOM USE ONLY
Second National Bank
NORMAN, OKLAHOMA
FOR -answer may vary- (student signature)
:103101712: 101-16487214"

PART 3

You have learned about keeping a record of your account on check stubs or a register. The bank also sends you a record of your checks and deposits as they clear the bank. Every time you get a bank statement in the mail you should reconcile your bank statement which means checking to make sure your check stub record agrees with the bank record. This is the way it is done. Using the form below, follow these steps to reconcile your bank statement and checkbook.

Bank side of statement:
(Left side of form)

a. Record balance shown on bank statement ($56.05)

b. Add any deposits not listed on statement (none)

c. Total

d. Subtract checks issued but not on statement (outstanding checks) (none)

e. Total

f. Balance

You can easily balance your checkbook by following this procedure.

Fill in below amounts from your checkbook and bank statement.

Balance shown on bank statement $56.05	Balance shown in your checkbook $ 32.55
Add deposits not on statement $ -0-	Add any deposits not already entered in checkbook $ 25.00
Total $ 56.05	Total $ 57.55
Subtract checks issued but not on statement $	Subtract service charges and other bank charges not in checkbook $ 1.50
Total $ 56.05	**Total** $ 56.05
Balance 56.05	**Balance** 56.05

Checkbook side of your statement:
(Right side of form)

a. Final balance shown in your checkbook

b. Add any deposits not already entered in checkbook ($25.00)

c. Total

d. Subtract service charge from the bank ($1.50)

e. Total

f. Balance (dollar amounts should be same on both sides.)

Name ANSWER KEY

Period ____________
Score ____________

C A S H I E R I N G

-CHANGE MAKING-

ACTIVITY 1: HANDLING CHANGE

Part 1 Two or three people could be used in this activity. Using the play money provided, one person should be **the cashier**, one person should be **the customer**, and if possible, the third person could be the **trainer**. Trade roles half way through.

The **customer** hands the amount of money (as indicated by the activity sheet, i. e. $1 is one dollar), and asks for certain coins in return (in the case of $1, asks for nickels). The **cashier** figures the number of coins and gives the change to the customer. (If no trainer is available, the cashier should also write the correct amounts on the activity sheet in the spaces provided.) The **trainer** records the correct number of coins and paper money on the activity sheet.

1. One dollar ($1) = 20 nickels
2. Seventy-five cents ($.75) = 3 quarters
3. Five dollars ($5) = 10 half-dollars
4. Two dollars ($2) = 20 dimes
5. One quarter ($.25) = 25 pennies
6. One dollar ($1) = 4 quarters
7. Five dollars ($5) = 50 dimes

?

Do your coins agree?

NOW DO PART 2.

Name ANSWER KEY Period _____

Score _____

Activity 1
Activity Sheet

Part II

Let's see if you know how to give change back using the fewest coins and bills possible. Below is a chart showing different amounts of money. What coins and bills would you use to equal the amount listed in each column?

For Example: If the change amount was $56.92, you would fill in the boxes as shown on the chart.

Now fill in the ten change transactions on the chart below.

Amount of Change	1¢	5¢	10¢	25¢	$1	$5	$10	$20
$56.92	**2**	**1**	**1**	**3**	**1**	**1**	**1**	**2**
1. $33.27	2			1	3		1	1
2. $2.05		1			2			
3. $95.15		1	1			1	1	4
4. $26.25				1	1	1		1
5. $35.56	1	1		2		1	1	1
6. $14.89	4		1	3	4		1	
7. $4.12	2		1		4			
8. $13.31	1	1		1	3		1	
9. $105.30		1		1		1		5
10. $89.95			2	3	4	1		4

NAME ANSWER KEY

PERIOD _____

SCORE _____

ACTIVITY 2: THE COUNTING METHOD

(Continued)

Below is a chart listing the amount the customer spent and the bills he/she gave you to pay for his/her items.

Starting with pennies, record the coins and bills needed to make the correct change.

For each of the following transactions, figure the amount of change to be given and fill in the chart below. The first one is done for you.

Amount Received	Amount of Purchase	Number of Specific Coins Given							
		1¢	5¢	10¢	25¢	$1	$5	$10	$20
$20.00	$13.76	4		2		1	1		
1. $10.00	$4.37	3		1	2		1		
2. $10.00	$3.19	1	1		3	1	1		
3. $5.00	$1.46	4			2	3			
4. $10.00	$7.03	2		2	3	2			
5. $25.00	$22.21	4			3	2			
6. $20.00	$19.06	4	1	1	3				
7. $8.00	$7.16	4	1		3				
8. $1.00	$.36	4		1	2				
9. $60.00	$52.58	2	1	1	1	2	1		
10. $40.00	$29.44	1	1		2			1	

NAME ANSWER KEY

PERIOD ________

SCORE ________

-CHANGE MAKING-

ACTIVITY 3: CASHIERING IN ACTION

(Continued)

1. Using the transaction cards (found on the following pages or in your cash box), record the amount received and the amount of purchase on the chart below.

2. Record the coins and bills needed to make the correct change.

HINT: Remember to give the fewest number of coins possible. Example: Never give 5 dimes, give 2 quarters instead. Give 1 five dollar bill instead of 5 one dollar bills.

Amount Received	Amount of Purchase	Number of Specific Coins and Bills Given							
		1¢	5¢	10¢	25¢	$1	$5	$10	$20
1. 3.00	2.46	4			2				
2. 2.00	1.29	1		2	2				
3. 10.00	6.85		1	1		3			
4. 10.00	7.98	2				2			
5. 30.00	27.55			2	1	2			
6. 15.00	12.67	3	1		1	2			
7. 10.00	3.10		1	1	3	1	1		
8. 2.00	1.11	4		1	3				
9. 20.00	6.71	4			1	3		1	
10. 1.00	.71	4			1				
11. 5.00	.85		1	1		4			
12. 2.00	1.15			1	3				
13. 10.00	1.29	1		2	2	3	1		
14. 20.00	7.59	1	1	1	1	2		1	
15. 20.00	15.83	2	1	1		4			
16. 15.00	12.49	1			2	2			
17. 2.00	1.86	4		1					
18. 30.00	21.95		1			3	1		
19. 10.00	7.95		1			2			
20. 5.00	2.67	3	1		1	2			

Name ANSWER KEY

Period _____

Score _____

ACTIVITY 4
- PAYROLL CLERK -

1. Fill in the employee names with any names you would like.

2. Add up the hours worked for each employee for the week.

3. Figure Gross Pay by multiplying the total hours worked by the Hourly Rate.

4. Find the net pay by subtracting the deductions from the gross pay.

BONUS KASH LTD.

Week Ending_______________
(Use the date you work in this activity)

Employee	M	T	W	Th	F	Total Hours	Hourly Rate	Gross Pay	Deduc-tions	Net Pay
1.	2	3	1	4	5	15	3.00	45.00	10.00	$35.00
2.	3	5	4	4	4	20	4.00	80.00	11.00	$69.00
3.	5	1	6	3	2	17	5.00	85.00	12.00	$73.00
4.	1	2	3	5	5	16	3.00	48.00	8.00	$40.00
5.	5	5	5	5	5	25	3.00	75.00	13.00	$62.00
6.	4	5	6	8	3	26	2.00	52.00	6.00	$46.00

Name ANSWER KEY

Period ____

Score ____

CASHIERING

-Bank Teller-

Activity 5

Your last activity as a cashier is doing the job of a bank teller. Take out $587.14 from your cash box in the following coins and bills:

Bills: 26 - $20; 4 - $10; 3 - $5; 9 - $1;
Coins: 9 - pennies; 3 - nickels; 4 - dimes; 10 - quarters

This is the amount of money you have in your cash tray for today's business transactions. Listed below are the 7 checks which will be presented to you today to be cashed.

If you complete this last activity correctly, **you will not have any money left after cashing the last check**. If you use the wrong bills, your amounts won't work out. Remember to use the largest bills and coins possible to make the transactions. Bank tellers have to balance out their drawers every day at the end of the day and must be able to account for every penny. So, fill out the transaction sheet as you go. That way, if you do make a mistake, you will be able to figure out where and correct the error. Use the "counting method." GOOD LUCK!

TRANSACTION SHEET

		Coins				Dollars			
Check #	**Amount**	**1¢**	**5¢**	**10¢**	**25¢**	**$1**	**$5**	**$10**	**$20**
1.	$74.99	4		2	3	4		1	3
2.	$90.00							1	4
3.	$83.90		1	1	3	3			4
4.	$82.66	1	1	1	2	2			4
5.	$95.09	4	1				1	1	4
6.	$75.00						1	1	3
7.	$85.50				2		1		4

ANSWER KEY

CASHIERING
FIGURING SALES TAX

Activity 6 Part 1

As a **checker** at Casper's Market, your checkstand will often be very busy. You need to accurately read grocery prices and tax charts. In this activity you need to add sales tax to each purchase using the STATE OF UTAH TAX CHART included with this activity.

CUSTOMER PURCHASES	+	TAX	=	TOTAL SALES	AMOUNT RECEIVED	CHANGE
1. $18.70	+	.94	=	19.64	$20.00	.36
2. $20.41	+	1.02	=	21.43	$25.00	3.57
3. $ 9.22	+	.46	=	9.68	$10.00	.32
4. $14.34	+	.72	=	15.06	$20.00	4.94
5. $ 2.99	+	.15	=	3.14	$ 3.25	.11
6. $12.19	+	.61	=	12.80	$15.00	2.20
7. $ 3.33	+	.17	=	3.50	$ 5.00	1.50
8. $10.55	+	.53	=	11.08	$12.00	.92
9. $ 6.03	+	.30	=	6.33	$ 6.50	.17
10. $15.75	+	.79	=	16.54	$20.00	3.46
11. $ 1.75	+	.09	=	1.84	$ 2.00	.16
12. $ 7.50	+	.38	=	7.88	$10.00	2.12
13. $16.10	+	.81	=	16.91	$17.00	.09
14. $ 6.60	+	.33	=	6.93	$10.00	3.07
15. $17.75	+	.89	=	18.64	$20.00	1.36

ANSWER KEY -- ACTIVITY 6 PART 2

Example: **Customer Purchase**

1. **$12.75**

2. **Figure the tax as follows:**
   $12.75 is between 12.70 and 12.89 on the tax chart, so the tax amount is .64.

3. **Write in the tax amount.**

4. **Add the customer purchase to the tax amount to find the total sales. (The amount the customer owes.)**

5. **Using the counting method, record the coins and bills needed to equal the change you should give the customer.**

The first one is done for you.

	Customer Purchases	+	Tax	=	Total Sales	Amount Received	Change	1¢	5¢	10¢	25¢	$1	$5	$10	$20
	12.75	+	.64	=	13.39	15.00	1.61	1		1	2	1			
1	18.70	+	.94	=	19.64	20.00	.36	1		1	1				
2	20.41	+	1.02	=	21.43	25.00	3.57	2	1		2	3			
3	9.22	+	.46	=	9.68	10.00	.32	2	1		1				
4	14.34	+	.72	=	15.06	20.00	4.94	4	1	1	3	4			
5	2.99	+	.15	=	3.14	3.25	.11	1		1					
6	12.19	+	.61	=	12.80	15.00	2.20			2		2			
7	3.33	+	.17	=	3.50	5.00	1.50				2	1			
8	5.00	+	.25	=	5.25	5.25	-0-								
9	10.55	+	.53	=	11.08	12.05	.97	2		2	3				
10	6.03	+	.30	=	6.33	6.50	.17	2	1	1					
11	15.75	+	.79	=	16.54	20.00	3.46	1		2	1	3			
12	1.75	+	.09	=	1.84	2.00	.16	1	1	1					
13	7.50	+	.38	=	7.88	10.50	2.62	2		1	2	2			
14	16.10	+	.81	=	16.91	17.00	.09	4	1						

Name ANSWER KEY

Period__________
Score__________

PROGRAMMING
-SOLVING THE PROBLEMS!-

ACTIVITY 1: COMPUTER LANGUAGES

DIRECTIONS: Match the definitions on the right with the correct words on the left. GOOD LUCK!

E 1. a program

G 2. Ada Augusta

J 3. language processors

C 4. computer language

D 5. high-level language

B 6. COBOL

F 7. Binary Number System

H 8. APL

I 9. software

A 10. FORTRAN

A. a FORmula TRANslator

B. a COmmon Business Oriented Language

C. a set of words, symbols, and commands a computer can "understand"

D. a language that uses English words

E. a set of instructions for the computer

F. a coding system which uses 0's and 1's

G. the world's first programmer

H. A Programming Language

I. instructions for the computer that you can buy rather than create yourself.

J. acts like a human interpreter

ANSWER KEY--PROGRAMMING, PAGE 2

BINARY NUMBER CODE TABLE

A	01000001	J	01001010	S	01010011
B	01000010	K	01001011	T	01010100
C	01000011	L	01001100	U	01010101
D	01000100	M	01001101	V	01010110
E	01000101	N	01001110	W	01010111
F	01000110	O	01001111	X	01011000
G	01000111	P	01010000	Y	01011001
H	01001000	Q	01010001	Z	01011010
I	01001001	R	01010010		

DIRECTIONS: Use the binary code table to decode the following nine computer terms.

01000010 = B
01000001 = A
01010011 = S
01001001 = I
01000011 = C

01010000 = P
01001001 = I
01011000 = X
01000101 = E
01001100 = L

01001101 = M
01001111 = O
01010101 = U
01010011 = S
01000101 = E

01000111 = G
01010010 = R
01000001 = A
01010000 = P
01001000 = H
01001001 = I
01000011 = C
01010011 = S

01010110 = V
01001100 = L
01001001 = I
01001110 = N

01000011 = C
01000001 = A
01000100 = D

01000110 = F
01001100 = L
01001111 = O
01010000 = P
01010000 = P
01011001 = Y

01001000 = H
01001100 = L
01001001 = I
01001110 = N

01000011 = C
01001111 = O
01001100 = L
01001111 = O
01010010 = R

Aren't you glad that most computers have LANGUAGE PROCESSORS built into them to translate for you?!

Name ANSWER KEY

Period

Score

PROGRAMMING
-SOLVING THE PROBLEMS!-
ACTIVITY 2: INTRODUCING "BASIC"

DIRECTIONS: Answer the questions below after reading Activity 2: Introducing "Basic" in the Programming Unit.

Give the BASIC Command for each function below: (the first one is done for you as an example)

1. END tells the computer to stop performing the program.

2. NEW tells the computer to erase the program from the computer's memory.

3. CLS tells the computer to clear all the words from the screen and moves the cursor to the upper left corner.

4. SAVE tells the computer to move a copy of a program from the computer to the disk.

5. RUN tells the computer to perform the program now in the computer memory.

6. LIST tells the computer to print the program lines on the monitor

7. RETURN you must press this key to send the instruction into the computer memory

8. ?SYNTAX ERROR the error message on the screen that says there has been a spelling, punctuation, or grammar mistake in a command or statement

9. PROGRAM a set of instructions that tells the computer what to do.

10. In BASIC, each statement is given a line number, such as 10, 20, 30 and so on.

ANSWER KEY FOR PROGRAMMING GW BASIC/APPLE BASIC

ACTIVITY 3 - STRINGS

PROGRAM 1 (LINE NUMBERS AND NAMES WILL BE DIFFERENT)

```
LIST
10 PRINT "MANDY"
20 PRINT "CARTER"

RUN
MANDY
CARTER
```

PROGRAM 2

```
LIST
10 PRINT "ZYXWVUTSR"
20 PRINT "QPONMLKJI"
30 PRINT "HGFEDCBA"

RUN
ZYXWVUTSR
QPONMLKJI
HGFEDCBA
```

PROGRAM 3

```
LIST
10 PRINT "MARY HAD A LITTLE LAMB"
20 PRINT "LITTLE LAMB LITTLE LAMB"
30 PRINT "MARY HAD A LITTLE LAMB"
40 PRINT "IT'S FLEECE WAS WHITE AS SNOW"

RUN
MARY HAD A LITTLE LAMB
LITTLE LAMB LITTLE LAMB
MARY HAD A LITTLE LAMB
IT'S FLEECE WAS WHITE AS SNOW
```

PROGRAM 4

```
LIST
10 PRINT "BBBBBBBBB"
20 PRINT "B       B"
30 PRINT "B       B"
40 PRINT "BBBBBBBBB"

RUN
BBBBBBBBB
B       B
B       B
BBBBBBBBB
```

PROGRAM 5

```
LIST
10 PRINT "              A"
20 PRINT "             AAA"
30 PRINT "          AAAAAAAAA"
40 PRINT "           AAAAAAA"
50 PRINT "          AAAAAAAAA"
60 PRINT "             AAA"
70 PRINT "              A"
80 PRINT "TWINKLE, TWINKLE LITTLE STAR"
90 PRINT "HOW I WONDER WHAT YOU ARE"
100 PRINT "UP ABOVE THE WORLD SO HIGH"
110 PRINT "LIKE A DIAMOND IN THE SKY"
```

```
RUN
              A
             AAA
          AAAAAAAAA
           AAAAAAA
          AAAAAAAAA
             AAA
              A
TWINKLE, TWINKLE LITTLE STAR
HOW I WONDER WHAT YOU ARE
UP ABOVE THE WORLD SO HIGH
LIKE A DIAMOND IN THE SKY
```

PROGRAM 6

```
LIST
10 PRINT " W     W"
20 PRINT "W W   W W"
30 PRINT "I - - - I"
40 PRINT "I       I"
50 PRINT "I  O O  I"
60 PRINT "I       I"
70 PRINT "  I-O-I"
80 PRINT "  I   I"
90 PRINT "   III"
```

```
RUN
 W     W
W W   W W
I - - - I
I       I
I  O O  I
I       I
  I-O-I
  I   I
   III
```

ACTIVITY 4 - STRINGS ON THE SAME LINE

PROGRAM 1

```
LIST
10 PRINT "KG","KILOGRAM"
20 PRINT "CM","CENTIMETER
30 PRINT "MM","MILLIMETER
40 PRINT "IN","INCH"
50 PRINT "MI","MILE"
60 PRINT "YD","YARD"

RUN
KG        KILOGRAM
CM        CENTIMETER
MM        MILLIMETER
IN        INCH
MI        MILE
YD        YARD
```

PROGRAM 2

```
LIST
10 PRINT "NAME","MONTH","DAY"
20 PRINT
30 PRINT "ARTHUR","MARCH","25"
40 PRINT "BOBBY","OCTOBER","16"
50 PRINT "TAMMIE","JUNE","12"
60 PRINT "HOLLIE","APRIL","24"
70 PRINT "(YOU)","(YOUR BIRTH MONTH)","(YOUR BIRTH DAY)"
80 REM TEACHERS DO YOU KNOW WHY THE RUN OF THE LINE 80 ABOVE DOES
NOT LINE UP WITH THE RIGHT COLUMNS.  IT'S BECAUSE LINE EIGHTY (80)
IS LONGER THAN THE 14-16 SPACES THE COMPUTER ALLOWS FOR COLUMNS.
DON'T WORRY THE STUDENT'S RUN WILL WORK.

RUN
NAME      MONTH     DAY

ARTHUR    MARCH     25
BOBBY     OCTOBER   16
TAMMIE    JUNE      12
HOLLIE    APRIL     24
(YOU)     (YOUR BIRTH MONTH)  (YOUR BIRTH DAY)
```

PROGRAM 3

```
LIST
10 PRINT "+DDDDDD","+BBBBBB","+LLLLLL"
20 PRINT "+DDDDDD","+BBBBBB","+LLLLLL"
30 PRINT "+DDDDDD","+BBBBBB","+LLLLLL"
40 PRINT "+","+","+"
50 PRINT "+","+","+"
60 PRINT "+","+","+"

RUN
+DDDDDD        +BBBBBB        +LLLLLL
+DDDDDD        +BBBBBB        +LLLLLL
+DDDDDD        +BBBBBB        +LLLLLL
+              +              +
+              +              +
+              +              +
```

PROGRAM 4

```
LIST
10 PRINT "TITLE"
20 PRINT "AUTHOR","YEAR","NO. PAGES"
30 PRINT
40 PRINT "THE MAGIC OF OZ"
50 PRINT "L. FRANK BAUM","1919","208 PG"
60 PRINT
70 PRINT "THE SECRET OF PIRATES HILL"
80 PRINT "F. W. DIXON","1919","178 PG"
90 PRINT
100 PRINT "CHARLOTTE'S WEBB"
110 PRINT "E. B. WHITE","1952","184 PG"
120 PRINT
130 PRINT "LET'S LEARN BASIC"
140 PRINT "PATRICK POPE","1984","84 PG"
150 PRINT
160 PRINT "LET'S LEARN BASIC"
170 PRINT "BEN SHNEIDERMAN","1984","194 PG"
```

```
RUN
TITLE
AUTHOR                YEAR      NO. PAGES

THE MAGIC OF OZ
L. FRANK BAUM         1919      208 PG

THE SECRET OF PIRATES HILL
F. W. DIXON           1919      178 PG

CHARLOTTE'S WEBB
E. B. WHITE           1952      184 PG

LET'S LEARN BASIC
PATRICK POPE          1984      84 PG

LET'S LEARN BASIC
BEN SHNEIDERMAN       1984      194 PG
```

ACTIVITY 5 - LOOPS, FOR-NEXT

PROGRAM 1

```
LIST
10 FOR N = 1 TO 7
20 PRINT "(YOUR FIRST NAME)"
30 NEXT N
40 PRINT "(YOUR LAST NAME)"

RUN
(YOUR FIRST NAME)
(YOUR FIRST NAME)
(YOUR FIRST NAME)
(YOUR FIRST NAME)
(YOUR FIRST NAME)
(YOUR FIRST NAME)
(YOUR FIRST NAME)
(YOUR LAST NAME)
```

PROGRAM 2

```
LIST
10 FOR S = 1 TO 3
20 PRINT "VVVVVVVVVVVVVV"
30 PRINT "ZZZZZZZZZZZZZZ"
40 NEXT S

RUN
VVVVVVVVVVVVVV
ZZZZZZZZZZZZZZ
VVVVVVVVVVVVVV
ZZZZZZZZZZZZZZ
VVVVVVVVVVVVVV
ZZZZZZZZZZZZZZ
```

PROGRAM 3

```
LIST
10 PRINT "RRRRRRRR"
20 FOR U = 1 TO 6
30 PRINT "R......R"
40 NEXT U
50 PRINT "RRRRRRRR"

RUN
RRRRRRRR
R......R
R......R
R......R
R......R
R......R
R......R
RRRRRRRR
```

PROGRAM 4

```
LIST
10 FOR X = 1 TO 6
20 PRINT "+FFFFFFFFFFFFFFFFI"
30 NEXT X
40 FOR S = 1 TO 8
50 PRINT "+"
60 NEXT S

RUN
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+
+
+
+
+
+
+
+
```

ACTIVITY 6 LOOPS WITHIN LOOPS

PROGRAM 1

```
LIST
10 FOR H = 1 TO 3
20 FOR B = 1 TO 2
30 PRINT "HAPPY"
40 NEXT B
50 PRINT "BIRTHDAY"
60 NEXT H

RUN
HAPPY
HAPPY
BIRTHDAY
HAPPY
HAPPY
BIRTHDAY
HAPPY
HAPPY
BIRTHDAY
```

PROGRAM 2

```
LIST
10 FOR W = 1 TO 3
20 FOR S = 1 TO 2
30 PRINT "WHO'S THE BEST"
40 NEXT S
50 PRINT "(USE YOUR SCHOOL'S NAME) IS THE BEST"
60 PRINT
70 NEXT W

RUN
WHO'S THE BEST
WHO'S THE BEST
(USE YOUR SCHOOL'S NAME) IS THE BEST

WHO'S THE BEST
WHO'S THE BEST
(USE YOUR SCHOOL'S NAME) IS THE BEST

WHO'S THE BEST
WHO'S THE BEST
(USE YOUR SCHOOL'S NAME) IS THE BEST
```

PROGRAM 3

```
LIST
10 FOR F = 1 TO 2
20 FOR O = 1 TO 3
30 PRINT "*OOOOOOOOOOOOOOOOOOO"
40 NEXT O
50 PRINT "*XXXXXXXXXXXXXXXXXXX"
60 NEXT F
70 FOR S = 1 TO 7
80 PRINT "*"
90 NEXT S
100 REM This program is too long to fit both the LIST and the RUN
     on one screen.  The students may use the LPRINT and LLIST
     commands on the IBM when typing in the program or they can
     printscreen after the LIST is executed.  Then they will need
     to use CLS to clear the screen.  Now they will do the RUN
     command and printscreen again.  They will have to choose
     their method so the teacher can have a printout.
```

```
RUN
*OOOOOOOOOOOOOOOOOOO
*OOOOOOOOOOOOOOOOOOO
*OOOOOOOOOOOOOOOOOOO
*XXXXXXXXXXXXXXXXXXX
*OOOOOOOOOOOOOOOOOOO
*OOOOOOOOOOOOOOOOOOO
*OOOOOOOOOOOOOOOOOOO
*XXXXXXXXXXXXXXXXXXX
*
*
*
*
*
*
*
```

PROGRAM 4

```
LIST
 1 REM the students will have to change the 800 in command line
   30 to whatever number makes the computer print buzz every
   second and last for ten seconds.
2  REM the students have fun with this one and I reward the
   student that gets the closest to 10 seconds first.  Make sure
   they time their own programs before you come over to check the
   RUN or you will waste a great amount of time watching the
   clock.
```

```
10 FOR I = 1 TO 10
20 PRINT "BUZZ"
30 FOR J = 1 TO 800 (ON APPLE) 1600 (ON IBM)
40 NEXT J
50 NEXT I

RUN
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
```

PROGRAM 5

```
LIST
10 FOR A = 1 TO 4
20 FOR I = 1 TO 2
30 PRINT "I           I"
40 NEXT I
50 PRINT "OOOOOOOOOOOO"
60 NEXT A
70 PRINT "I          I"
80 PRINT "I          I"

RUN
I          I
I          I
OOOOOOOOOOOO
I          I
I          I
OOOOOOOOOOOO
I          I
I          I
OOOOOOOOOOOO
I          I
I          I
OOOOOOOOOOOO
I          I
I          I
```

ACTIVITY 7 INPUT

PROGRAM 1

```
LIST
10 PRINT "EARLY TO BED AND EARLY TO RISE"
20 PRINT "  PRESS ENTER AND FINISH THE SAYING:"
30 INPUT A$
35 PRINT
40 PRINT "A STITCH IN TIME"
50 PRINT "   PRESS ENTER AND FINISH THE SAYING:"
55 INPUT B$
60 PRINT
65 PRINT "A WATCHED POT"
75 PRINT "    PRESS ENTER AND FINISH THE SAYING:"
80 INPUT C$
90 PRINT "THE END"

RUN
EARLY TO BED AND EARLY TO RISE
  PRESS ENTER AND FINISH THE SAYING:
?MAKES A MAN HEALTHY, WEALTHY AND WISE

A STITCH IN TIME
   PRESS ENTER AND FINISH THE SAYING:
?SAVES NINE

A WATCHED POT
    PRESS ENTER AND FINISH THE SAYING:
?NEVER BOILS
THE END
```

PROGRAM 2

```
LIST
10 PRINT "HOW MANY SECONDS DO YOU WANT"
15 PRINT "THE CLOCK TO BUZZ"
20 PRINT "TYPE ANY NUMBER TO START THE CLOCK BUZZING"
30 INPUT T
40 FOR P = 1 TO T
50 PRINT "BUZZ"
60 FOR K = 1 TO 1600 (Note: 800 on Apple)
70 NEXT K
80 NEXT P
90 PRINT "TIME TO GET UP"
```

```
RUN
HOW MANY SECONDS DO YOU WANT
THE CLOCK TO BUZZ
TYPE ANY NUMBER TO START THE CLOCK BUZZING
? 9
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
TIME TO GET UP
```

PROGRAM 3

```
LIST
1 REM THIS PROGRAM IS A LITTLE MORE DIFFICULT.   I BARGAIN WITH THE
STUDENTS TO SEE HOW MUCH THEY WANT TO BE PAID TO DO THIS PROGRAM
CORRECT IN (1) DAY.  IT THEN BECOMES HOMEWORK.
10 PRINT "TYPE A SHORT MESSAGE AND PRESS RETURN"
20 INPUT B$
25 PRINT
30 PRINT "HOW MANY TIMES DO YOU WANT THIS MESSAGE"
35 INPUT N
40 FOR M = 1 TO N
45 PRINT B$
50 NEXT M
```

```
RUN
TYPE A SHORT MESSAGE AND PRESS RETURN
? MY NAME IS MANUAL

HOW MANY TIMES DO YOU WANT THIS MESSAGE
?6
MY NAME IS MANUAL
MY NAME IS MANUAL
MY NAME IS MANUAL
MY NAME IS MANUAL
MY NAME IS MANUAL
MY NAME IS MANUAL
```

PROGRAM 4

```
LIST
10 PRINT "TYPE YOUR FIRST NAME AND PRESS RETURN"
20 INPUT A$
30 PRINT "TYPE YOUR LAST NAME AND PRESS RETURN"
40 INPUT B$
45 PRINT "YOUR NAME IN THE TELEPHONE BOOK IS"
50 PRINT B$;", ";A$

RUN
TYPE YOUR FIRST NAME AND PRESS RETURN
?SOPHIA
TYPE YOUR LAST NAME AND PRESS RETURN
?RODRIQUES
YOUR NAME IN THE TELEPHONE BOOK IS
RODRIQUES, SOPHIA
```

PROGRAM 5

```
LIST
10 PRINT "WHAT IS YOUR FAVORITE POP?"
20 INPUT P$
30 PRINT "WHAT IS YOUR FAVORITE CAKE?"
40 INPUT C$
50 PRINT "WHAT IS YOUR FAVORITE VEGETABLE?"
60 INPUT V$
70 PRINT "MY FAVORITE POP, CAKE, AND VEGETABLE ARE:"
80 PRINT P$; ", ";C$; ", ";V$

RUN
WHAT IS YOUR FAVORITE POP?
?(GRAPE)
WHAT IS YOUR FAVORITE CAKE?
?(CHOCOLATE)
WHAT IS YOUR FAVORITE VEGETABLE?
?(SPINACH)
MY FAVORITE POP, CAKE, AND VEGETABLE ARE:
GRAPE, CHOCOLATE, SPINACH
```

ACTIVITY 8 - COUNTER VARIABLE

PROGRAM 1

```
LIST
1 REM MAKE SURE THEY USE A COMMA (,) NOT A SEMICOLON (;)
10 FOR A = 1 TO 6
20 PRINT A,"CREDIT CARDS"
30 NEXT A
40 PRINT "MORE"

RUN
1         CREDIT CARDS
2         CREDIT CARDS
3         CREDIT CARDS
4         CREDIT CARDS
5         CREDIT CARDS
6         CREDIT CARDS
MORE
```

PROGRAM 2

```
LIST
1 REM MAKE SURE THEY USE A SEMICOLON (;) NOT A COMMA (,)
10 FOR C = 1 TO 9
20 PRINT C;"CARS"
30 NEXT C
40 PRINT "ALL SOLD ON MONDAY BY BOB"

RUN
1 CARS
2 CARS
3 CARS
4 CARS
5 CARS
6 CARS
7 CARS
8 CARS
9 CARS
ALL SOLD ON MONDAY BY BOB
```

PROGRAM 3

```
LIST
10 PRINT "I WAS SO TIRED THAT"
20 FOR D = 1 TO 5
30 PRINT "I SLEPT";D;"DAYS"
40 NEXT D
50 PRINT "I SLEPT RIGHT THROUGH SCHOOL, UGH!"
```

```
RUN
I WAS SO TIRED THAT
I SLEPT 1 DAYS
I SLEPT 2 DAYS
I SLEPT 3 DAYS
I SLEPT 4 DAYS
I SLEPT 5 DAYS
I SLEPT RIGHT THROUGH SCHOOL, UGH!
```

PROGRAM 4

```
LIST
10 FOR W = 1 TO 6
20 PRINT "WEEK ";W; " DAY ";
30 FOR D = 1 TO 7
40 PRINT D; " ";
50 NEXT D
55 PRINT
60 NEXT W
```

```
RUN
WEEK 1    DAY  1    2    3    4    5    6    7
WEEK 2    DAY  1    2    3    4    5    6    7
WEEK 3    DAY  1    2    3    4    5    6    7
WEEK 4    DAY  1    2    3    4    5    6    7
WEEK 5    DAY  1    2    3    4    5    6    7
WEEK 6    DAY  1    2    3    4    5    6    7
```

ACTIVITY 9 - SIMPLE MATH

PROGRAM 1

```
LIST
10 PRINT 6+9,6-3,6*5,6/3

RUN
15         3          30         2
```

OR IN FOUR LINES

```
LIST
10 PRINT 6+9
20 PRINT 6-3
30 PRINT 6*5
40 PRINT 6/3

RUN
15
3
30
2
```

PROGRAM 2

```
LIST
10 PRINT "THE NUMBER OF HOURS IN A WEEK IS"
30 PRINT 7*24

RUN
THE NUMBER OF HOURS IN A WEEK IS
168
```

PROGRAM 3

```
LIST
10 PRINT "INCHES","FOOT","MILE"
15 PRINT
20 FOR I = 1 TO 10
30 PRINT I,  I*12,I*5280
40 NEXT I
```

```
RUN
INCHES         FOOT           MILE

1              12             5280
2              24             10560
3              36             15840
4              48             21120
5              60             26400
6              72             31680
7              84             36960
8              96             42240
9              108            47520
10             120            52800
```

PROGRAM 4

```
LIST
10 PRINT "CUPS","OUNCES"
15 PRINT
20 FOR C = 1 TO 10
30 PRINT C,C*8
40 NEXT C
```

```
RUN
CUPS       OUNCES

1          8
2          16
3          24
4          32
5          40
6          48
7          56
8          64
9          72
10         80
```

PROGRAM 5

```
LIST
10 PRINT "QUARTS","CUPS","OUNCES"
15 PRINT
20 FOR C = 1 TO 10
30 PRINT C,C*4,C*32
40 NEXT C
```

```
RUN
QUARTS     CUPS      OUNCES

1          4         32
2          8         64
3          12        96
4          16        128
5          20        160
6          24        192
7          28        224
8          32        256
9          36        288
10         40        320
```

PROGRAM 6

```
LIST
10 PRINT "THIS PROGRAM WILL CALCULATE FOR YOU"
20 PRINT "THE NUMBER OF OUNCES IF YOU GIVE THE"
30 PRINT "NUMBER OF CUPS."
35 PRINT
37 FOR C = 1 TO 10
40 PRINT "HOW MANY CUPS DO YOU HAVE?";
50 INPUT I
60 PRINT "THERE ARE "; 8 * I; "OUNCES"
70 PRINT
80 NEXT C

RUN
THIS PROGRAM WILL CALCULATE FOR YOU
THE NUMBER OF OUNCES IF YOU GIVE THE
NUMBER OF CUPS.

HOW MANY CUPS DO YOU HAVE?
?5
THERE ARE 40 OUNCES
```

PROGRAM 7

```
LIST
10 PRINT "IN WHICH YEAR WERE YOU BORN?"
15 INPUT D
20 PRINT "WHAT YEAR IS IT NOW?"
25 INPUT C
30 PRINT "YEAR","AGE"
35 PRINT
40 FOR D = D TO C
45 PRINT D, D-1978 (PUT THE YEAR YOU WERE BORN)
50 NEXT D
```

```
RUN
IN WHICH YEAR WERE YOU BORN?
?1978
WHAT YEAR IS IT NOW?
?1991
YEAR      AGE

1978      0
1979      1
1980      2
1981      3
1982      4
1983      5
1984      6
1985      7
1986      8
1987      9
1988      10
1989      11
1990      12
1991      13
```

Name ANSWER KEY

Period ______
Score ______

ACTIVITY 10
THE TEACHER'S AIDE

Let's put your new skills to work right here at school. Today you will become my Teacher's Aide. This job requires accuracy so feel free to go back over your work if necessary. Many people are employed in clerical positions and enjoy this kind of work. BE SURE TO ATTACH THE TAPE TO THIS ACTIVITY WHEN COMPLETED!

Add the total number of points for each student listed below. When each student has a total, add all the totals and then find the class average.

NAME	ASSIGNMENTS SCORES													TOTAL
1. ALICE	78	81	75	89	83	90	86	70	78	91	67	75	100	1063
2. BOB	67	78	69	90	84	72	84	80	68	85	83	65	92	1017
3. CHARLEY	90	100	91	98	86	93	79	82	76	100	86	90	100	1171
4. DEEDEE	65	78	72	81	78	60	63	70	68	75	69	78	79	936
5. EMILY	81	68	74	95	87	79	86	90	65	75	79	84	70	1033
6. FRANK	59	70	63	75	60	69	74	62	79	50	66	72	73	872
7. GEORGE	100	78	67	90	85	98	85	90	84	88	92	98	100	1155
8. HEIDI	80	75	89	90	93	79	98	75	72	94	88	70	96	1099
9. ILENE	50	55	61	70	49	58	65	71	70	64	59	63	61	796
10. JESSE	88	78	92	85	100	79	86	98	95	90	87	92	100	1170
11. KATHY	72	67	75	64	60	65	70	66	50	67	70	67	75	868
12. LUCY	90	75	81	78	91	87	79	82	75	84	0	71	80	973
13. MONICA	66	78	67	75	60	71	69	73	79	75	67	68	70	918
14. NATHAN	100	99	98	100	94	89	82	97	99	100	89	91	95	1233
15. OLIVIA	100	96	98	96	100	90	87	99	95	95	89	86	91	1222
16. PETER	44	62	65	50	67	63	59	0	61	63	59	58	60	711
17. QUINN	78	75	80	79	65	71	78	79	83	79	80	76	72	995
18. RUSSELL	81	89	94	91	94	98	89	90	94	89	95	89	85	1178
19. STACEY	69	71	65	76	72	78	69	77	81	79	75	80	75	967
20. TED	76	79	75	68	71	79	82	76	80	85	78	81	79	1009

TOTAL POINTS ⟶ 20386

CLASS AVERAGE (TOTAL POINTS DIVIDED BY 20) ⟶ 1019

Name ANSWER KEY Period ____________

Score ____________

ACTIVITY 11
SMART SHOPPING

PART 1 - COMPARISON SHOPPING

Four stores recently ran an add in the local newspapers advertising their specials. Without a calculator, it would be difficult to tell which store would save you the most money. Your task is to figure the total spent at each store if you purchased all 20 items. Then determine which store saves you the most money and how much!

Be sure to attach your tape to this activity.

PRODUCT	MIGHTY BIG MARKET	NO FRILLS MARKET	SUPER DUPER MARKET	FUN & GAMES MARKET
Cheerios, 10 oz.	$1.33	$1.99	$1.33	$1.33
Kellogg's Corn Flakes	1.09	1.39	2.15	1.29
Kraft Macaroni & Cheese	.45	.49	.49	.47
Folger's Coffee	7.55	6.95	6.73	7.39
Campbell's Chicken Soup	.37	.47	.37	.37
Campbell's Tomato Soup	.30	.34	.30	.30
Star-Kist Tuna, 6.5 oz.	.59	1.19	.89	1.09
Best Foods Mayonnaise	1.89	1.99	1.89	1.77
Era Laundry Det., 1 gal.	8.49	7.49	8.53	8.49
Crest Toothpaste, 7 oz.	2.19	2.29	1.79	1.79
Whole Sun Orange Juice	1.17	1.19	.99	.88
Totino's Frozen Pizza	.99	2.69	1.09	1.09
Ground Beef, 1 lb.	.79	1.55	.98	1.08
Oscar Mayer Bologna	1.67	1.89	1.99	1.73
Coke, 8-16 oz. bottles	2.09	2.59	2.17	2.09
Imperial Margarine, 1 lb.	.89	.75	.89	.79
Welch's Grape Jelly	1.49	1.69	1.55	1.09
Newman's Salad Dressing	1.39	1.19	1.24	1.59
Twinkies	1.19	1.24	1.09	.99
2% Lowfat Milk, 1 gal.	1.39	1.19	1.56	1.29
TOTALS——→	37.31	40.56	38.02	36.91

Which store has the lowest total: Fun & Games **What is the difference between the lowest and the next lowest total?** .40¢

ACTIVITY 11 --ANSWER KEY, PART 2

Part 2 MULTIPLE PRICE ITEMS

Grocery stores sell many items in groups of two, three, four, etc., for one price. These are called multiple price items. For example, a store may sell three cans of corn for $1.00. Some customers, however, buy only one can, not all three. When this happens, the checker must be able to quickly compute the exact price to be charged.

To figure the single price on multiple price items:

1. **put the decimal lever on 2**
2. divide the total price by the number of units
3. EXAMPLE: $1.00 3 = $.34

First, try to compute the single price for the following items in your head. Then use a 10 key calculator to double check your answers.

1.	1 can of corn at 2 for $.69	.35
2.	1 pack of gum at 2 for $.29	.15
3.	1 bottle of pop at 6 for $1.79	.30
4.	1 bunch of radishes at 2 for $.25	.13
5.	1 green pepper at 2 for $.19	.10
6.	1 loaf of bread at 3 for $.99	.33
7.	1 popsicle at 10 for $1.49	.15
8.	1 can of lemonade at 4 for $.99	.25
9.	1 candy bar at 2 for $.74	.37
10.	1 box of rice at 3 for $2.29	.76
11.	1 can of soup at 2 for $.57	.29
12.	1 cake mix at 2 for $1.39	.70
13.	1 head of lettuce at 3 for $.95	.32
14.	1 donut at 6 for $.85	.14
15.	1 can of peaches at 3 for $1.79	.60

Name ANSWER KEY

Period ______
Score ______

ACTIVITY 12
INVOICE

As the SHIPPING CLERK, you must fill orders for the SWEET TOOTH CANDY COMPANY. Your company sends different kinds of candy to all parts of the country.

Below is an **INVOICE** (a bill) to a customer in New York. Parts of the invoice have been filled in, but you must complete the invoice so the merchandise can be sent to the ABC Candy Company. Write the correct answer in each blank below.

Directions: Find the answers in each column by following these directions:

1. Set the decimal lever at 2. Be sure to enter the decimal point in each problem.
2. To find **QUANTITY**: Divide the Total Price by the Unit Price (62.50 - 12.50 = 5.00)
3. To find **UNIT PRICE**: Divide the Total Price by the Quantity (62.50 - 5 = 12.50)
4. To find **TOTAL PRICE:** Multiply the Quantity by the Unit Price (12.50 x 5 = 62.50)
5. To find **COLUMN TOTALS:** Add all the numbers in a column together

SWEET TOOTH CANDY COMPANY
555 MAIN STREET
SOMEWHERE, UT 84011

TO: ABC CANDY COMPANY
837 Madison Avenue
New York, NY 10021

Order No. 100
Date: 07/09/90
Terms: Net 30 days

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
5	Creme delux	12.50	62.50
50	Chocolate bon bons	7.33	366.50
4	Filled Mints	3.59	14.36
20	Peppermint twists	1.76	35.20
35	Nutty crunches	2.40	84.00
15	Chewy caramel bars	1.99	29.85
25	Marshmellow delites	4.99	124.75
30	Chocolate mint creams	5.65	169.50
10	Rocky, bumpy roads	3.33	33.30
12	Coconut squares	2.75	33.00
TOTALS ==============»		46.29	952.96

ANSWER KEY

ACTIVITY 13

ITEM	ORIGINAL PRICE	PERCENT OF DISCOUNT	AMOUNT OF DISCOUNT	SALE PRICE
Pants	$ 25.00	25%	$ 6.25	$18.75
Shoes	55.00	33%	18.15	36.85
Tennis Balls	4.50	5%	.23	4.27
Computer	2,000.00	10%	200.00	1,800.00
Disks (10)	29.99	45%	13.50	16.49
Basketball	49.78	25%	12.45	37.33
Bedspread	250.00	50%	125.00	125.00
Lawn Mower	749.99	35%	262.50	487.49
Dress	79.50	30%	23.85	55.65
Suit	549.98	15%	82.50	467.48
Watch	65.00	30%	19.50	45.50
Infant Shirt	7.99	10%	.80	7.19
Knit Top	13.99	35%	4.90	9.09
Bath Towels	9.00	40%	3.60	5.40
Swimsuit	46.50	35%	16.28	30.22

Name ANSWER KEY

Period ____________

Score ____________

ACTIVITY 14

As the STOCK CLERK for the FAR WEST store, you must work late tonight changing prices on the items that will go on sale tomorrow. Each item has a sales tag. Your job is to write the correct sales price on the tag.

Directions: Find the answers by following these steps:

1. Change the decimal lever to 2.
2. Notice you have a % (percent) key on your machine. You will use this key for this activity.
3. Enter the price of the item (39.99)–**be sure to enter the decimal point in each of the numbers** and press the X (multiply) key.
4. Enter 20 and press the % (percent) key. This will give you the amount of the discount for the item.
5. Now press the - (subtract) key. Your tape should look like this:

```
39.99 x
   20%
 7.99*

 7.99-
32.00*
```

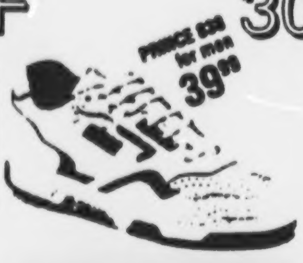
Follow these directions for each of the following tags.

Be sure to attach the tape before handing in the assignment for K.A.S.H.

20% OFF

30% OFF

$32.00



$28.00

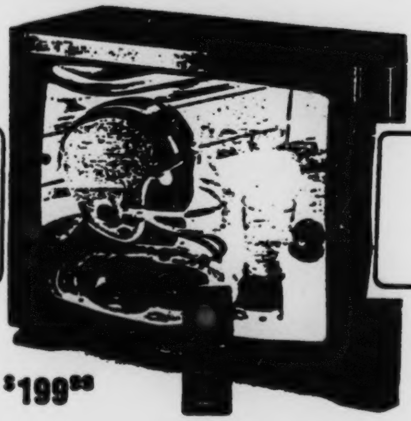
$70.38

$61.58

$\$87^{87}$

ANSWER KEY

ACTIVITY 14

40% OFF		60% OFF
$.78	 **1.29** **WERTHER'S ORIGINALS**	$.52
$120.00	 $^{\$}199^{99}$	$80.00
$15.00	 **WILSON Jordan MVP Basketball** 24^{99}	$10.00
$.80	 **1.33**	$.54

Name ANSWER KEY

Period ________

Score ________

HUMAN RELATIONS INTRODUCTION

1. What is "human relations"? How can it help (or hurt) you on the job?

   Answers will vary. Discuss answers.

2. To succeed in the workplace, you will need to be able to get along with

   co-workers, employers, supervisors, and

   customers.

3. What is "people knowledge?"

   Knowing how to get along with your co-workers and employers. It helps employees serve customers better and help them understand themselves.

4. Describe how GOOD COMMUNICATIONS can help you at work.

   Answers will vary.

5. Describe "open door" policy.

   Being able to voice complaints or concerns with employers, talking about problems or fears.

6. Why would it be harder to handle a problem when emotions are involved?

   If you are angry or upset, it is hard to see ways to solve the problem. (Answers may vary.)

7. Describe cooperation.

   Working together for the benefit of everyone.

8. What would be the difference between assertive and submissive?

   Assertive--asking for what you want in an appropriate way.
   Submissive--never asking for what you want, always giving in to others.

9. Describe high morale.

   Being happy with your job. It also includes how you feel about your work and the surroundings.

10. How do employers contribute to the high morale of employees?

Rewards, incentives, bonuses, good working conditions, praise, raises.

11. Give some ideas why a customer would appreciate a salesperson who knows a lot about what he/she is selling.

They will feel more comfortable asking questions.
(Answers may vary.)

12. List three of the five suggestions that bosses feel help improve employee-customer relations.

1. Greet each customer with a smile.
Remember their name.
2. Be honest.
Never argue with customers.
3. Do not make customers wait.

13. Compare some challenges you find in getting along with people at school with challenges you expect to experience on the job. Is either set of relationships more important? Why?

Answers will vary.

14. List three ways to get along better with people.

1. Treat others as you would like to be treated.
Try to understand the other person's side.
2. Examine your own behavior.
Listen as you speak to others--are you courteous?
3. Be willing to compromise.
Show an interest in others.
Make them feel important.

Keep a sense of humor.
Avoid arguments.
Be helpful.
Don't gossip.

15. What is a compromise?

Working together to come to an agreement.

16. Why should you make an effort to get along with others at work? Give three reasons.

1. Answers will vary.
2.
3.

Name ANSWER KEY

Period ____________

Score ____________

HUMAN RELATIONS ROLE PLAYING FEEDBACK

Directions: Use this sheet to answer the questions after your role play. Answer only the section of the role you played.

ROLE PLAY 1

BOSS:

How did the applicant respond to each of your questions? Give the applicant's specific response to each question.

ANSWERS WILL VARY

Would you hire this person? ANSWERS WILL VARY

What was the one thing that made up your mind whether or not to hire him/her?

ANSWERS WILL VARY

APPLICANT:

How did the boss respond to each of the questions you asked? Give the specific response for each question you asked.

ANSWERS WILL VARY

Did the boss make you comfortable? ____________ Explain how. ____________

ANSWERS WILL VARY

Was there any response that you didn't agree with or that didn't meet your expectations? If so, which one? ____________

ANSWERS WILL VARY

ROLE PLAY 2

EMPLOYEE 1:

How did you feel when Employee 2 pointed out that you weren't doing your job?

ANSWERS WILL VARY

How did you respond to Empoyee 2?

ANSWERS WILL VARY

What changes did you decide to make?

ANSWERS WILL VARY

Was Employee 2 being fair? Why or why not?

ANSWERS WILL VARY

EMPLOYEE 2:

What was Employee 1's reaction to your suggestions?

ANSWERS WILL VARY

How did you feel when confronting Employee 1?

ANSWERS WILL VARY

What human relations skills did you use to talk to Employee 1?

ANSWERS WILL VARY

Did you think it will make a difference working together in the future? Will there be hard feelings between you?

ANSWERS WILL VARY

ROLE PLAY 3

SALESPERSON:

List the specific statements you used to make the customer feel important.

ANSWERS WILL VARY

What convinced the customer to buy your product? OR Why couldn't you convince the customer to buy?

ANSWERS WILL VARY

CUSTOMER:

How did the salesperson make you feel important?

ANSWERS WILL VARY

What did the salesperson say that convinced you to buy the product? OR Why couldn't you be persuaded to buy?

ANSWERS WILL VARY

ROLE PLAY 4

EMPLOYEE:

How did you feel when you realized you had read the order wrong?

ANSWERS WILL VARY

How did you respond to the customer?

ANSWERS WILL VARY

What did you decide to do?

ANSWERS WILL VARY

CUSTOMER:

How did you feel when you realized how poorly you'd written the information on the order form?

ANSWERS WILL VARY

What solutions to the problem did you come up with?

ANSWERS WILL VARY

How did the employee make you feel?

ANSWERS WILL VARY

Name ANSWER KEY

Period

Score

ELECTRONIC TYPEWRITER
ACTIVITY B

WHICH IS WHICH?

Directions: From the word list, choose the correct word and key it in the blank space in the sentence. Position your machine by using the space bar to move the carrier. Use ALL CAPS, **bold**, and underline for your answers. Correct any errors you make. Remember to position yourself correctly at the keyboard and to keep your fingers on the home keys and reach with proper fingering to the keys on the other rows.

WORD LIST

two	to	too
then	than	
their	they're	there
accept	except	
principal	principle	
lie	lay	

Words can be used more than once. Be sure to use a dictionary if you aren't sure which is the correct word.

1. Give me two hamburgers to go, too.
2. Ryan does better than his brother, now and then.
3. The girls left their home at 5 p.m.
4. Two lawns to mow in one day are too much.
5. It must be later than I thought.
6. For this favor I can accept nothing.
7. Jason oiled his bike and then it ran better than ever.

Name ANSWER KEY

Period ______

Score ______

ELECTRONIC TYPEWRITER

ACTIVITY C

SUPER SLEUTH!!!!

If you are good at solving puzzles, you will be GREAT at completing this activity. How many words do you think you can make out of the word LEASHES? Some come to mind right away, such as **ash, ashes, see, sees, he, she**--but is that all? What about **lash, lashes, lease, leases, heel, heal, seal, sea.** Try your hand at finding words within words and see if you are really a SUPER SLEUTH! Key your answers centered below the word. If you are not sure how to center, check the operations manual for your typewriter. It will give you step by step instructions for centering. Correct all of your answers. You must find at least 8 smaller words for each word to complete this assignment.

SHRUGGED

ANSWERS WILL VARY--YOU MUST HAVE 8 WORDS

SHRIEKED

ANSWERS WILL VARY--YOU MUST HAVE 8 WORDS

REFRESHED

ANSWERS WILL VARY--YOU MUST HAVE 8 WORDS

Name ANSWER KEY

Period ______

Score ______

ELECTRONIC TYPEWRITER

ACTIVITY D

WORD SCRAMBLE

The underlined word is the "key" word. Each of the words following are scrambled words that if unscrambled properly will rhyme with the "key" word. See how many words you can decode. Key them in **CAPS AND BOLD.** If you are not sure how to use the **bold** feature on your typewriter, check the operations manual. It will give you step by step instructions for keying words in **bold.**

toe ewo eof deo eho

OWE, FOE, DOE, HOE

par fra rca atr rma

FAR, CAR, TAR, MAR

sat tca pta amt ath

CAT, PAT, MAT, HAT

tame cmea afme mlae

CAME, FAME, LAME

feed eedn dehe eded

NEED, HEED, DEED

took kolo coko koho

LOOK, COOK, HOOK

fine inwe iden einl

WINE, DINE, LINE

hip ipt rpi pli idp

TIP, RIP, LIP, DIP

say ayp yam ayr hya

PAY, MAY, RAY, HAY

met tej elt ept gte

JET, LET, PET, GET

sail afil imal alri

FAIL, MAIL, RAIL

more oert rewo opre

TORE, WORE, PORE

lure ucre repu uesr

CURE, PURE, SURE

pack ackl cjak kcas

LACK, JACK, SACK

NAME ANSWER KEY

PERIOD ______
SCORE ______

SHORTCUTS FOR WRITING FAST
ACTIVITY 4

So far in the activities, you have been writing shorthand from examples given. In this activity, you will see how well you can read (or transcribe) shorthand. Below is a crossword puzzle. The clues are words written in alphabetic shorthand. Use the rules you have learned to transcribe the words and fill in the crossword puzzle. **GOOD LUCK!**

WELL -or-

							1 T			2 I									
						3 C	O	M	4 I	N	G								
						A			S										
5 W	I	L	6 L		7 A	N													
O			I		D									8 D			9 S		
10 U	S		G		D				11 E					I		12 F	U	N	
L		13 S	H	O	R	T	H	A	N	D		14 M		S			R		
D			T		E				O			E		P			P		
					S		15 C	O	U	R	S	E		L			R		
			16 E	A	S	Y			G			17 T	R	A	I	N	I	N	G
			V						H			I		Y			S		
		18 H	E				19 H			20 L		N		E		21 B	E		
			R		22 P	L	A	N	N	I	N	G		D			D		
	23 W	H	Y				P			T									
							P			24 T	H	A	25 T						
							Y			L			H		26 I				
										E		27 P	E	R	F	28 O	R	M	S
																F			

ACROSS CLUES

3. cm
5. l
7. •
10. s
12. fn
13. srthn
15. crs
16. eze
17. trn
18. h
21. b
22. pln
23. y
24. ta
27. prfrms

DOWN CLUES

1. t
2. n
3. c
4.)
5. d
6. ltl
7. adrs
8. dspla-
9. srprz-
11. enuf
14. mt
16. E
19. hpe
20. ltl
25. r
26. f
28. v

BEST COPY AVAILABLE

NAME ANSWER KEY

PERIOD ____________

SCORE ____________

SHORTCUTS FOR WRITING FAST
ACTIVITY 5

You have learned a great deal of alphabetic shorthand. Now let's incorporate your knowledge into working material by writing some sentences.

Write each sentence below in alphabetic shorthand trying to incorporate all the rules you have learned. You may look back on the previous pages if you need help, but first try writing the sentence without any help. You have worked hard in the last four activities to learn the rules. Prove to yourself that you can write these sentences all by yourself. Good luck and have fun challenging yourself!

NoteRemember to use brief forms when possible.

1. Why would he be an hour late? y d h b · r la?
2. Your job can be very easy. u jb c b v eze.
3. School is fun. scl) fn.
4. The phone is ringing. ɾ fon) rng_ -or- ɾ fn) rng_.
5. You helped solve the crime. u hlp- slv ɾ crim. -or- u hlp- slv ɾ crm.
6. Can I have a copy of that funny photo? c i v · cpe v la fne folo? -or- c i v · cpe v la fne flo?
7. Are you ready to rock and roll? r u rde l rc + rl? -or- r u rde l roc + rol?
8. You have a new bike! u v · nu bic! -or- u v · nu bc!
9. Are you coming to the meeting? r u cm_ l ɾ mt_? -or- r u cm_ l ɾ m
10. You solved the problem. u slv- ɾ prblm.

?

HOW DID YOU DO? YOU WILL NEED TO CHECK THE ANSWER KEY TO SEE HOW WELL YOU DID.

NAME ANSWER KEY PERIOD ______

SCORE ______

SHORTCUTS FOR WRITING FAST
EVALUATION

1. List the three different shorthand system classifications.

A. Symbol shorthand

B. Alphabetic shorthand

C. Machine shorthand

2. In your own words, explain what SHORTHAND is.

Answers will vary.

3. List five occupations that could use shorthand.

A. Operators Executives

B. Police Officers Nurses

C. Lawyers Engineers

D. Doctors

E. Receptionists

4. List three ways in which shorthand could help you.

A. Taking messages Writing instructions

B. Taking class notes Employment advantages

C. Writing notes to self Promotions

5. What is a BRIEF FORM? A shortened version of a word.

6. What is the symbol for the -ing word ending? Give an example.

A short line **below** the word. fl – (Examples may vary)

7. What is the symbol for the -ed word ending? Give an example.

A short line after the word. hd– (Examples may vary)

8. When writing shorthand, do you leave out consonants or vowels?

Vowels are left out when writing shorthand.

Name ANSWER KEY

Period ________
Score ________

ELECTRONIC COMMUNICATIONS

Answer the following questions using information from the Electronic Communications unit.

1. What is **communication**? The exchange of ideas, messages, or information.

2. List the three basic forms of Electronic Communication.

   a) VOICE communication

   b) DATA communication

   c) IMAGE communication

3. What is the main tool used in Electronic **Voice** Communication? the telephone

4. What is **teleconferencing**? Talking to many people in different places at the same time.

5. What is **data**? Knowledge or facts put together so it can be shared and used by others.

6. What is the main tool used in Electronic **Data** Communication? the computer

7. List the four main parts of an electronic computer.

   a) CPU (Central Processing Unit)

   b) memory (RAM and ROM)

   c) input and output devices

   d) communications devices

8. What part of the computer actually does the calculations? CPU (Central Processing Unit)

9. The strength of a computer's memory is measured in bytes, kilobytes, megabytes, and gigabytes.

10. List the two memories a computer has.

a) ROM (Read Only Memory) b) RAM (Random Access Memory)

11. Which kind of computer memory is **permanent**? ROM

12. Which kind of computer memory is **temporary** (can be reused)? RAM

13. List four input devices.

a) keyboard c) game paddles/joy sticks

b) disk drives d) mice

graphics tablets light pens

14. What do output devices do? get data out of a computer

15. What does software do? tells the computer what to do and how to do it

16. List the three standard sizes of computer systems.

a) mainframe b) minicomputer c) microcomputer

17. What is **networking**? hooking computers together (to share equipment and data files)

18. List two reasons computer are important tools.

a) they are **fast**

b) they are **reliable**

19. List two tools that can be used to send images.

a) facsimile machines (FAX)

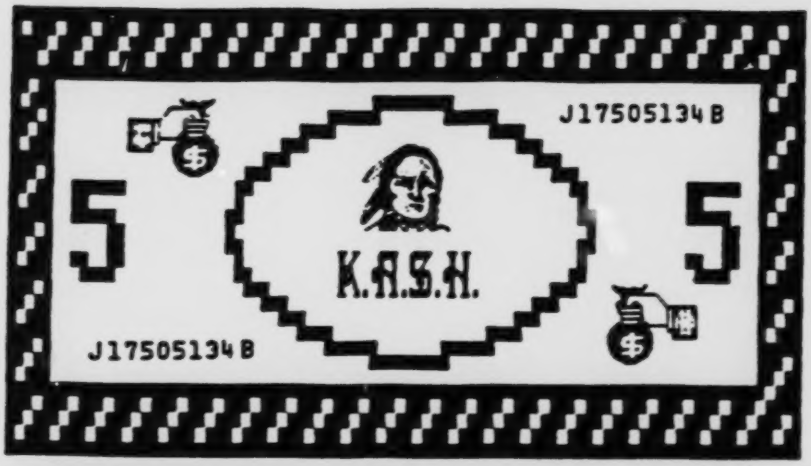
b) satellites

20. What is the nickname for **facsimile**?

FAX

NOTE TO TEACHERS:

YOU NOW HAVE A CHOICE IN K.A.S.H. MONEY SIZES.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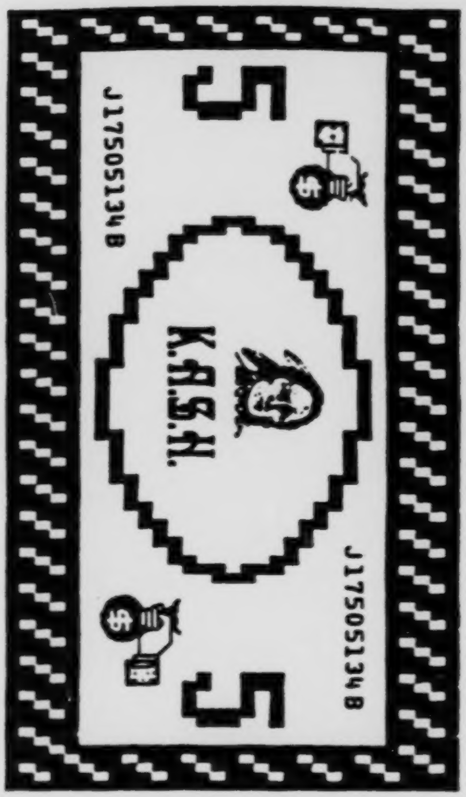
5
K.A.S.H.
5
J17505134B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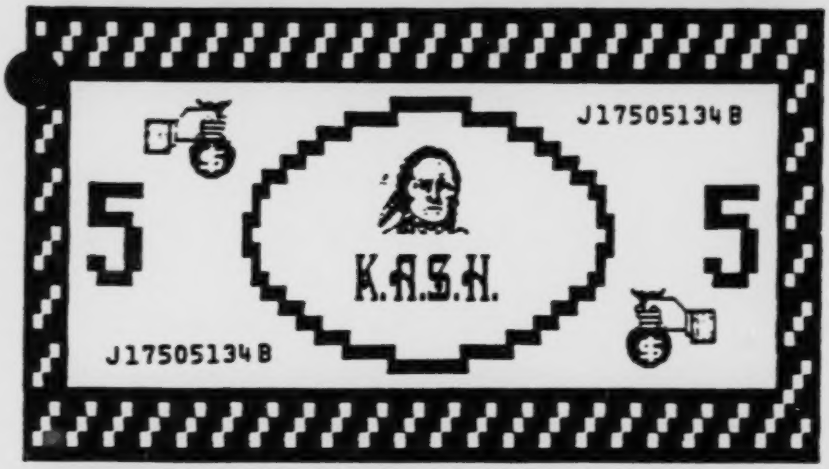
5
K.A.S.H.
5
J17505134B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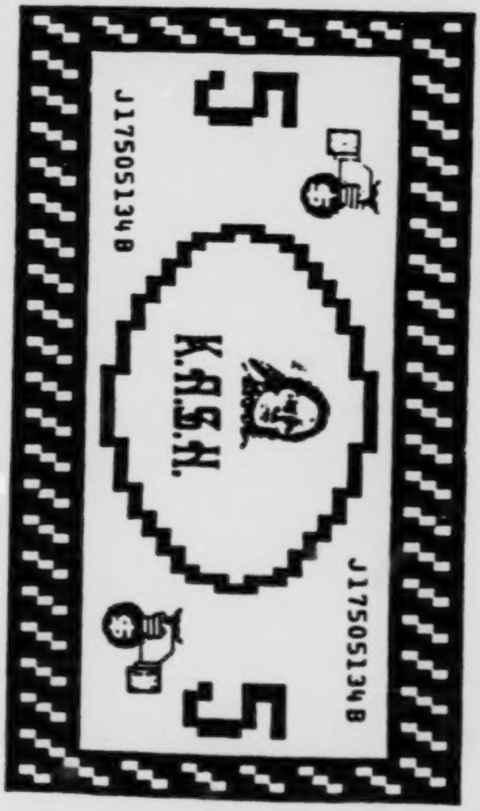
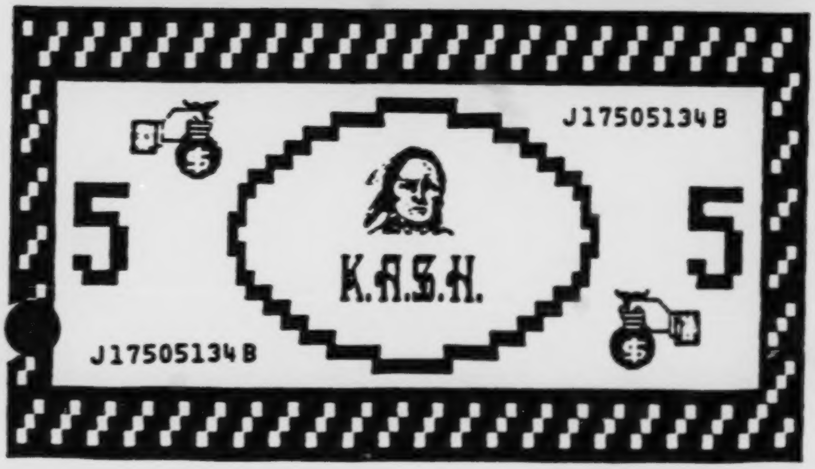
5
K.A.S.H.
5
J17505134B


J17505134B
5
K.A.S.H.
5
J17505134B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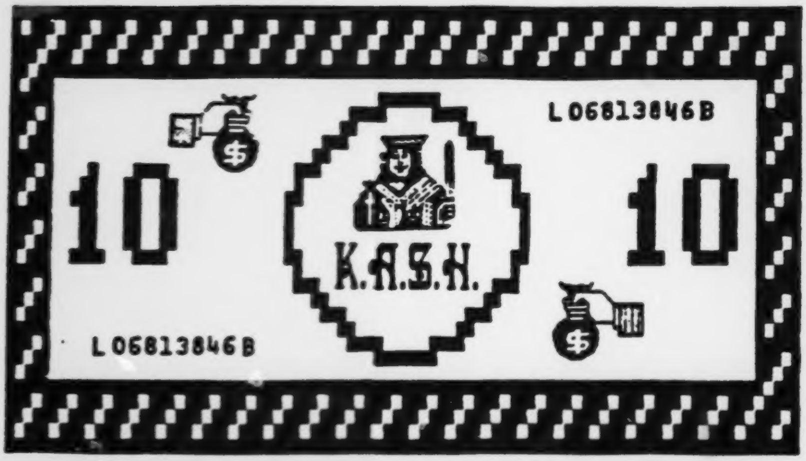
5
K.A.S.H.
5
J17505134B


10
10
K.A.S.H.
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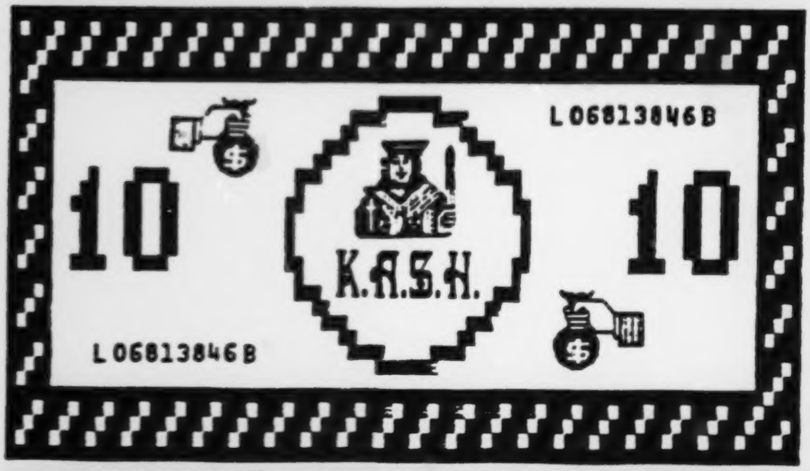
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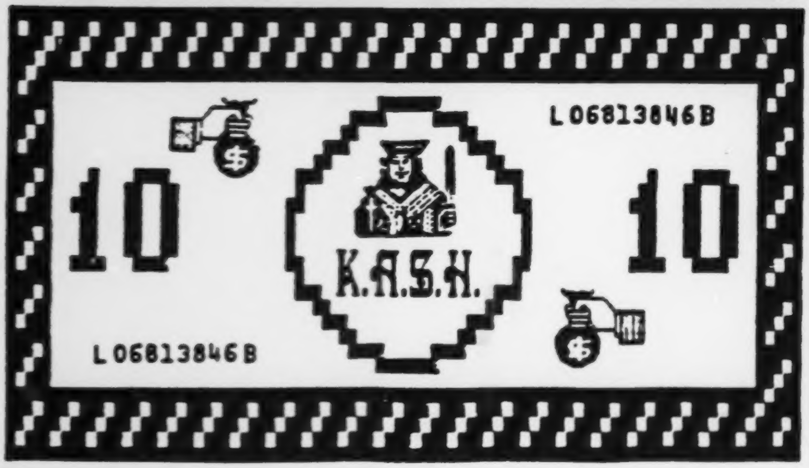
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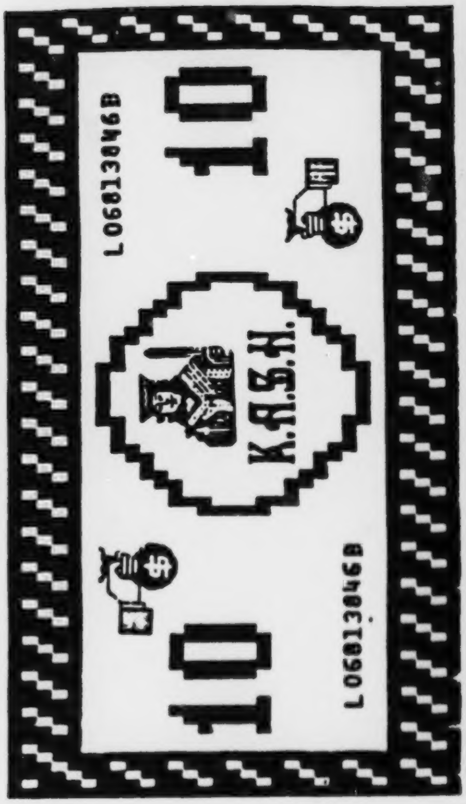
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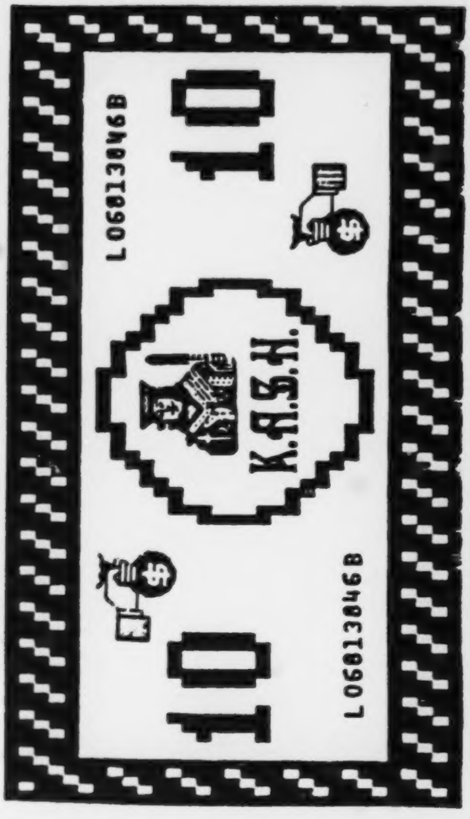
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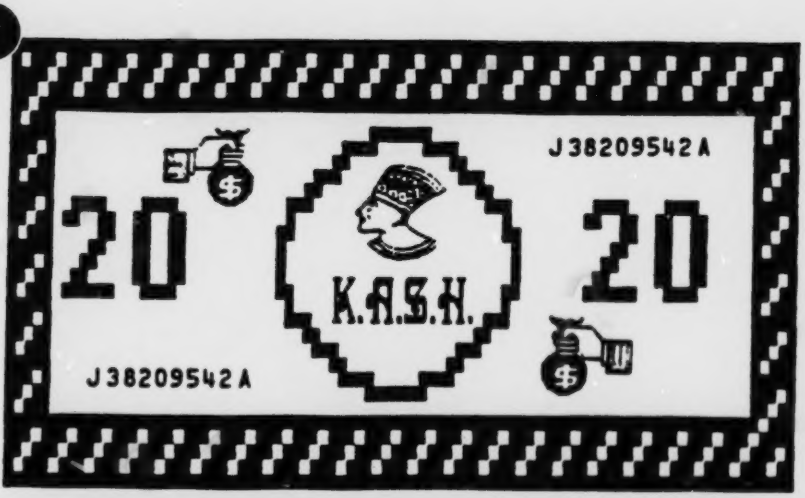
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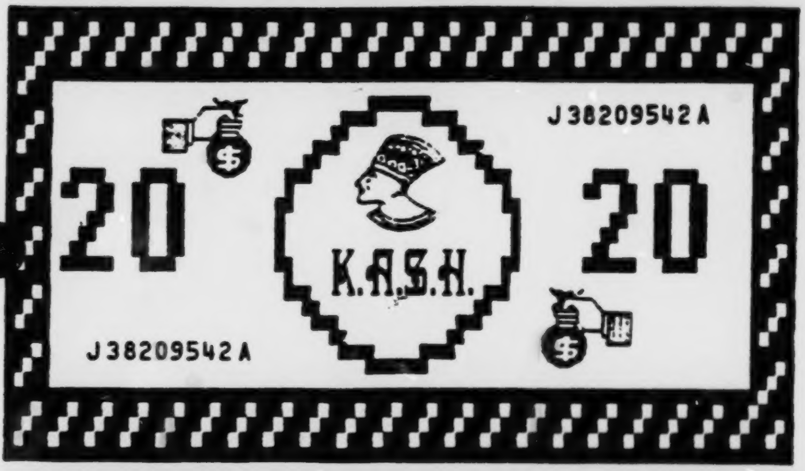
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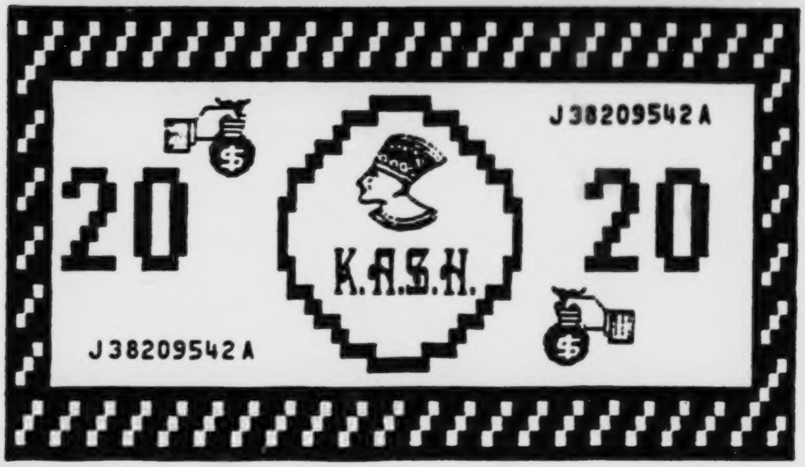
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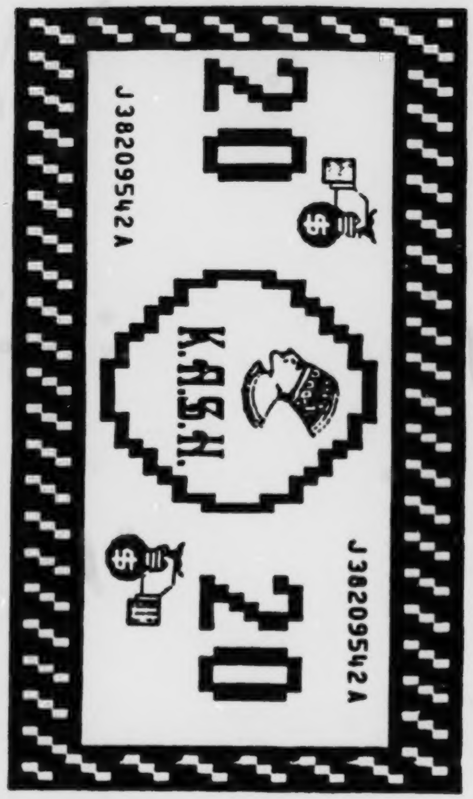
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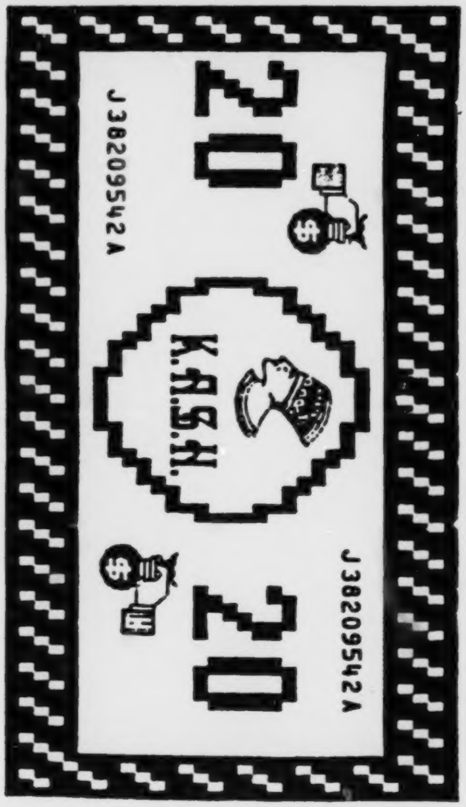
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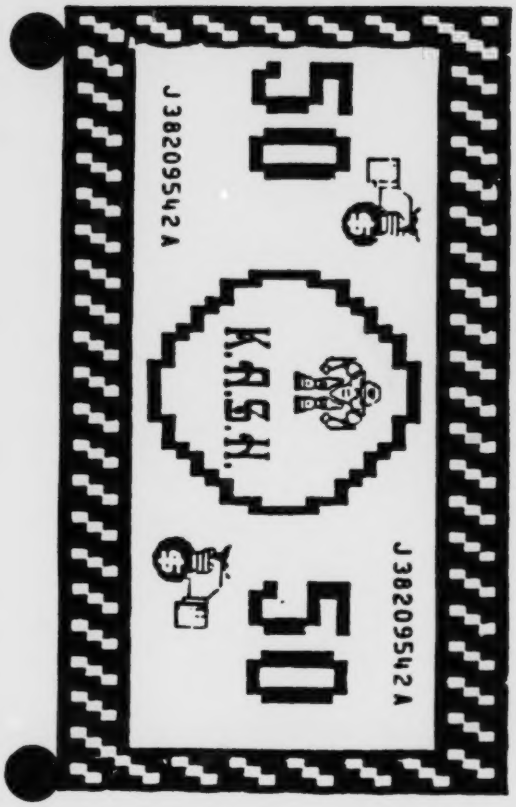
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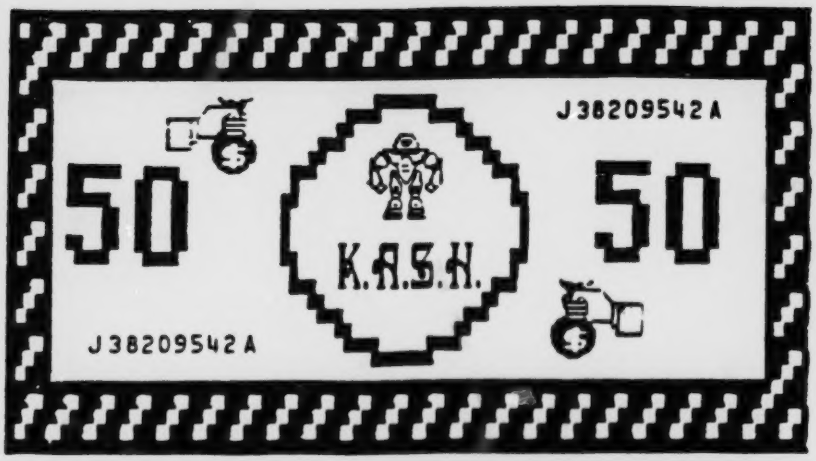
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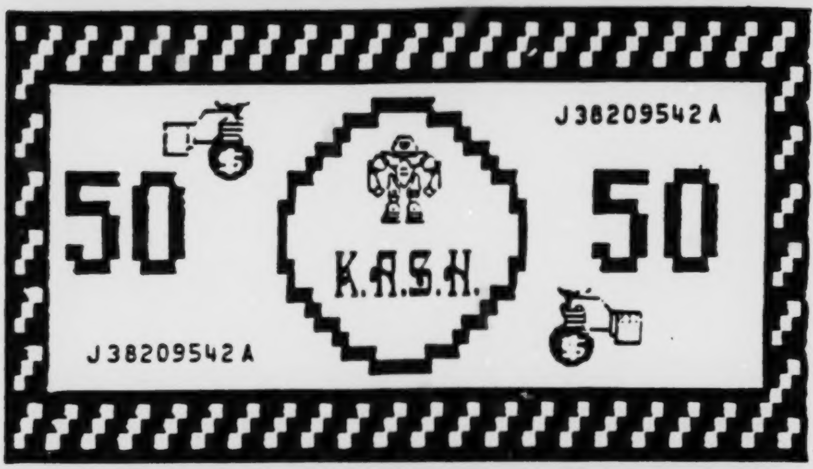
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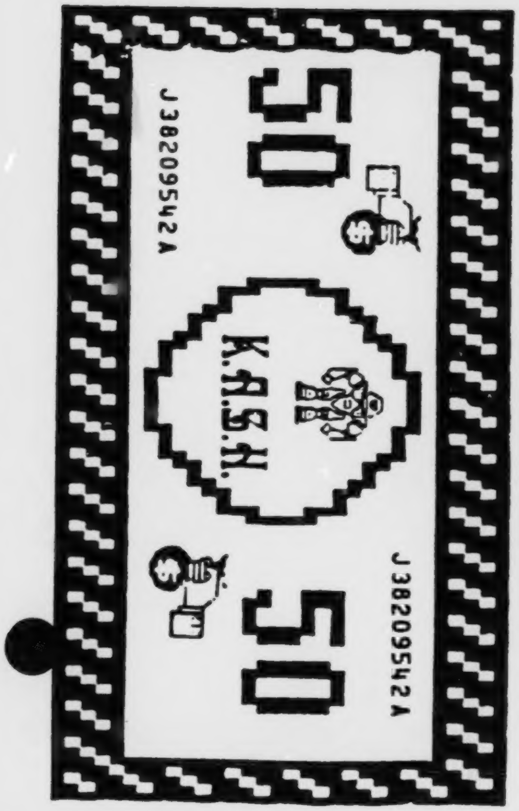
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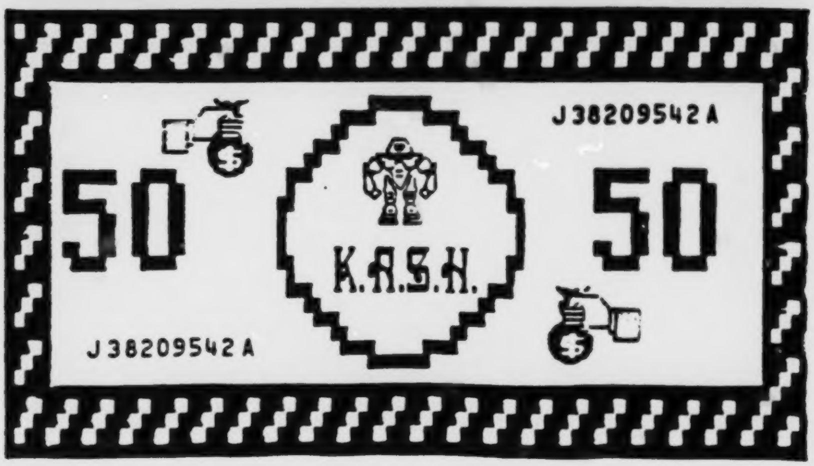
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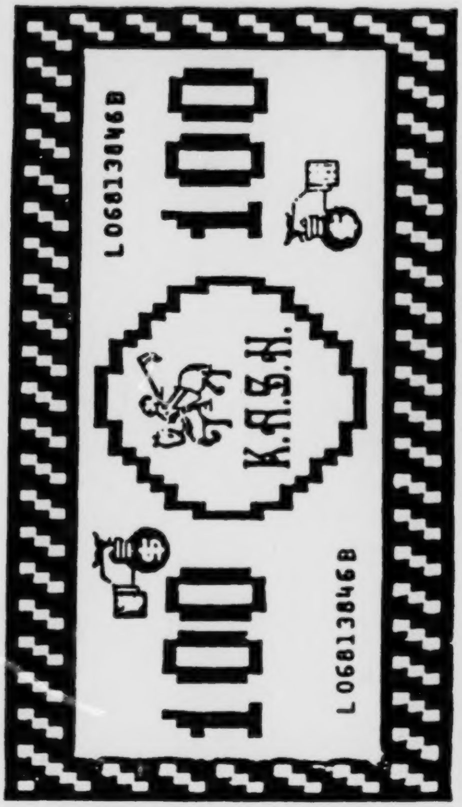
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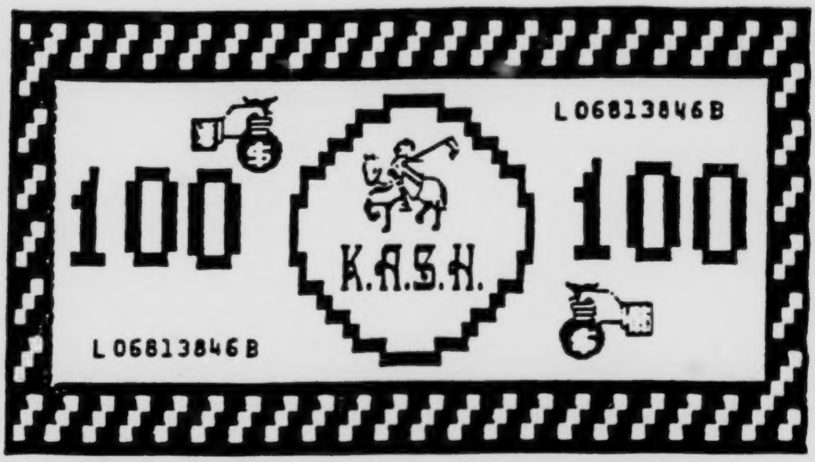
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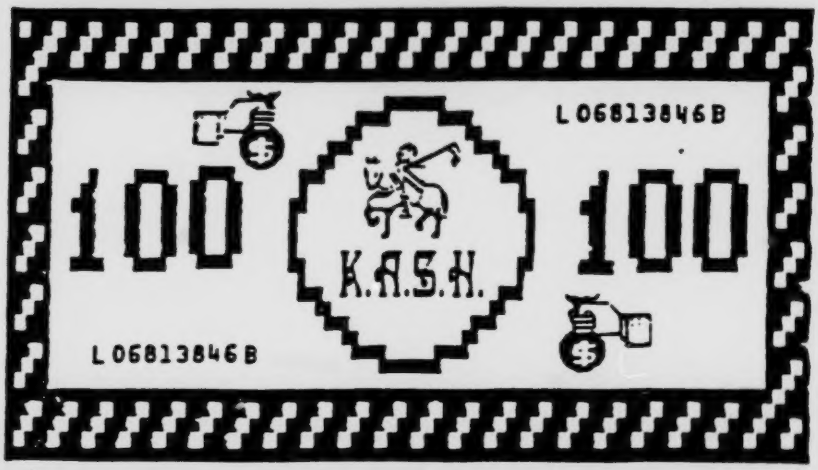
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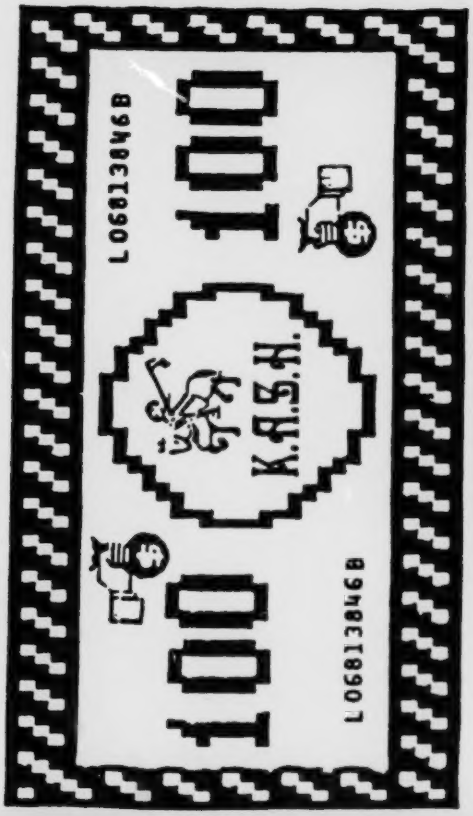
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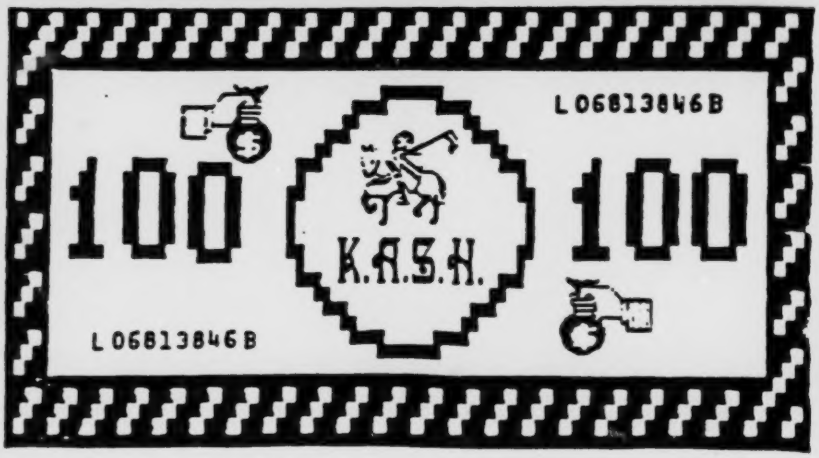
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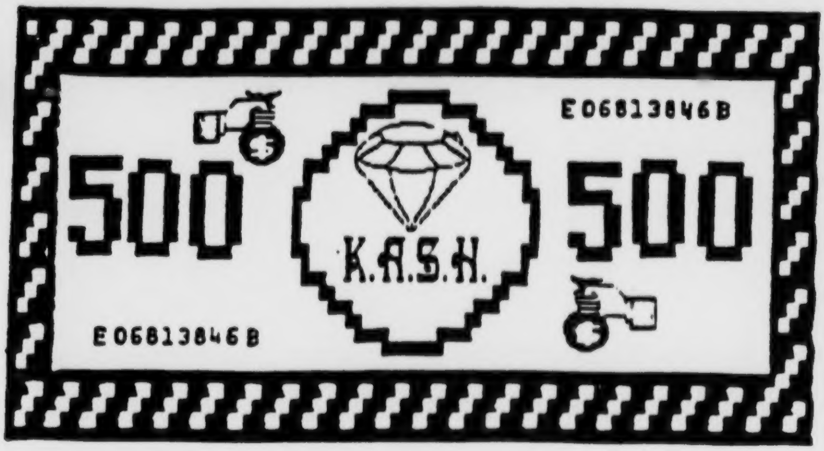
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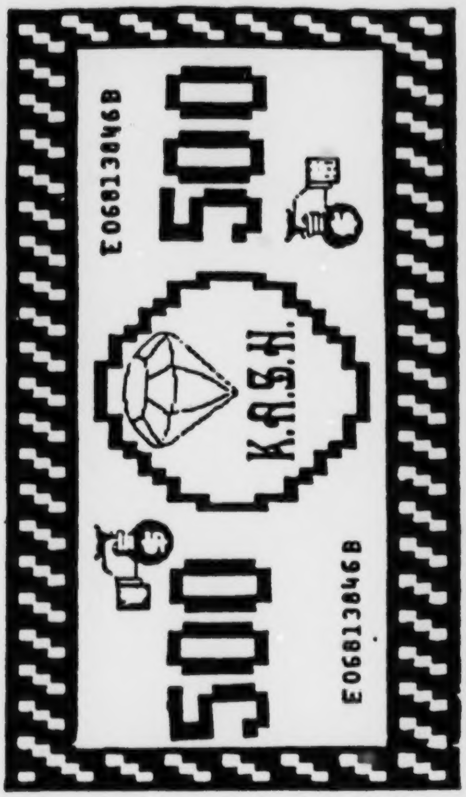
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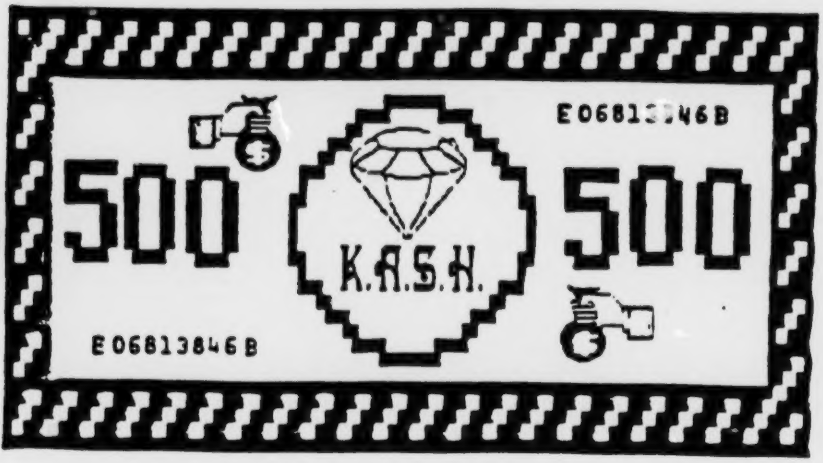
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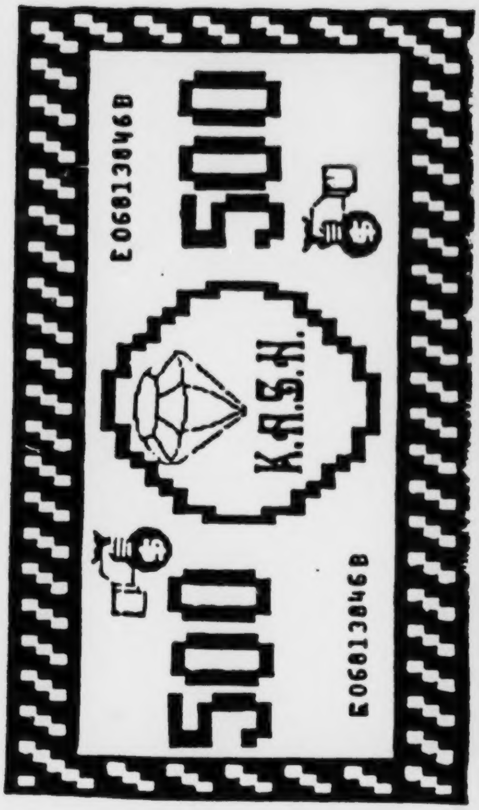
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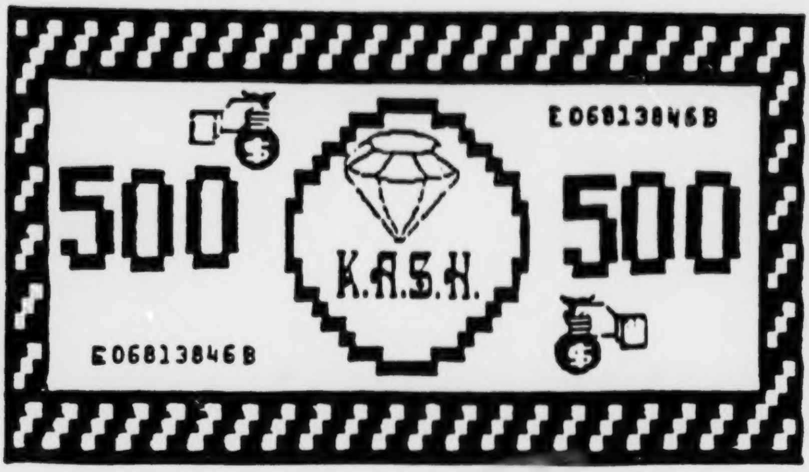
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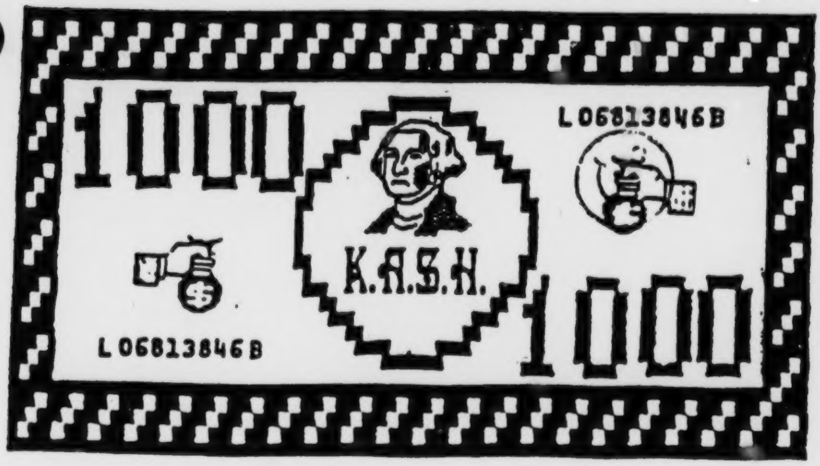
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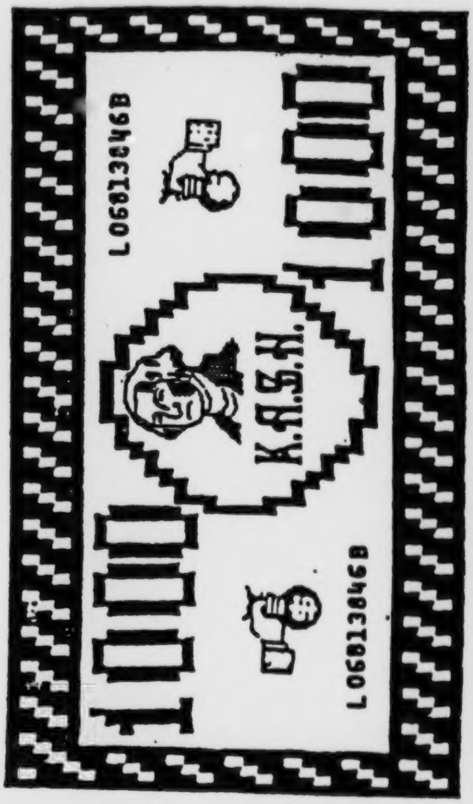
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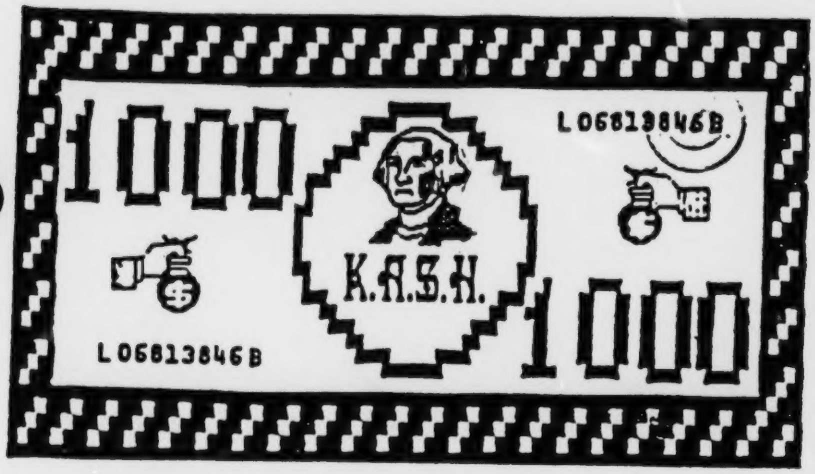
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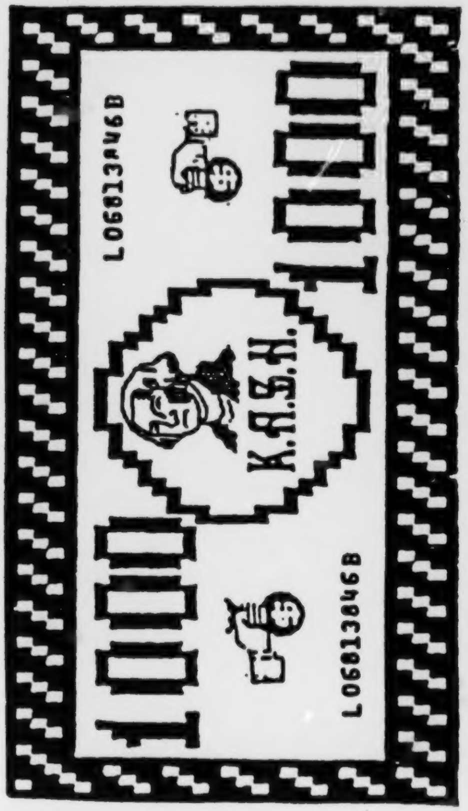
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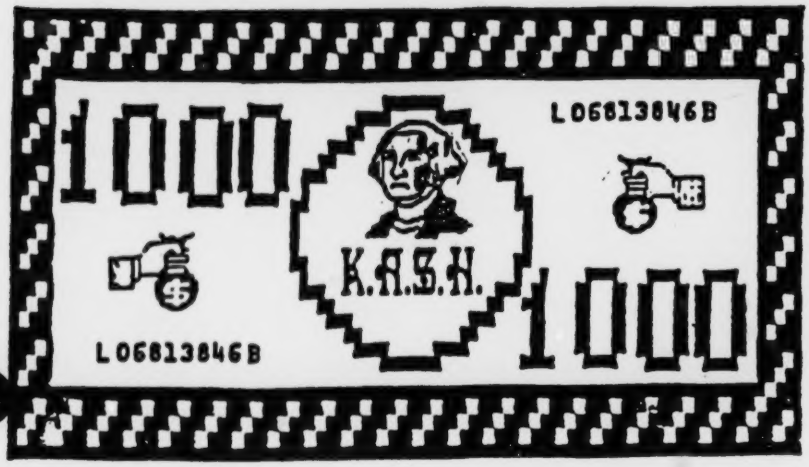
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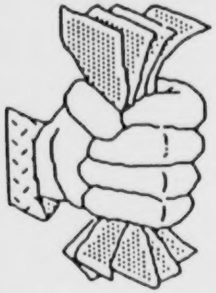

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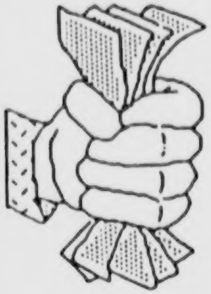

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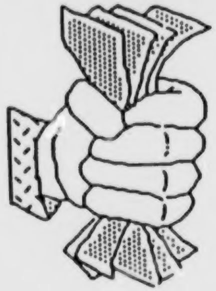

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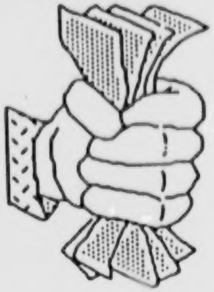

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STUDENT NAME PERIOD

THE K.A.S.H. FORMULA

Words & Music
by
C. Daniel Litchford, Jr.

CHORUS:
K - A - S - H, When you learn to concentrate.
Will lead you to success, it happens in a flash!
K - A - S - H, You can soon anticipate,
Changes in your life, you will have more cash!

VERSE 1:
The "K" is for KNOWLEDGE, you will see,
Once you make the discovery.
Do the projects... Analyze,
KNOWLEDGE is going to bring you the prize.

(REPEAT CHORUS)

VERSE 2:
The "A" is for ATTITUDE, you can guess,
A positive attitude brings success.
Learn the power of "I Can Do."
Your ATTITUDE is up to YOU!

(REPEAT CHORUS)

VERSE 3:
The "S" is for SKILLS, these come through drill,
Practice and rehearse, if you will,
Keep on trying and you'll be done,
You're learning a lot and having FUN!

(REPEAT CHORUS)

VERSE 4:
The "H" is for HABITS, you will see,
Good HABITS give you consistency.
Day-in day-out in every way,
You're getting the HABITS that really pay.

Name ______________________________ Period ________________

Score ________________

K.A.S.H. IS IT QUIZ

(This worksheet is to be used with the "K.A.S.H. Is It" video.)

1. In this class, what question should you ask yourself? ______________________

____

2. What are the three tools you need to succeed in this class?

F = ______________________________________

U = ______________________________________

N = ______________________________________

3. What reward or symbol comes to people who get things done?

____

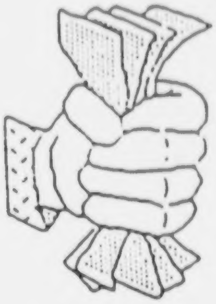
4. What do the letters of K.A.S.H. stand for?

K = ______________________________________

A = ______________________________________

S = ______________________________________

H = ______________________________________



5. Fill in the blanks from the K.A.S.H. song:

K.A.S.H. when you ____________________ to concentrate. Will lead you to ______

________________ . It happens in a ________________________. Everybody

now! K.A.S.H. you can _________ __________________________ changes in

your ______________________. You will ____________________ more KASH.

The K is for ___________________ you will see. Once you make this ___________

_______________________________. Do the projects, ______________.

Knowledge is going to _____________ you the ________________________.

Careers

Cashier/Sales Clerk Tryout

CAREER TRYOUT - CASHIER/SALES CLERK - #1

Equipment: Calculator & Play Money

You are working for a public service organization which offers booklets on different subjects to anyone asking for copies. A small handling fee is charged to cover printing and mailing expenses.

PRICE PER COPY

Title	**1-25 Copies**	**26-49 Copies**	**50 or more Copies**
The "Cool" Look	80 cents **each**	76 cents **each**	75 cents **each**
Buying a Stereo	50 cents	48 cents	45 cents
The Grooming Handbook	50 cents	47 cents	45 cents
Shopping Guide	75 cents	70 cents	65 cents
Owning Your Own Car	40 cents	35 cents	30 cents
Makeup for Teens	75 cents	70 cents	65 cents
Getting Your First Job	30 cents	25 cents	26 cents

1. Use the list and figure the orders, checking the totals on the calculator. The first one is done for you.

Jan Mazoyer

10 copies, Makeup for Teens (10 copies X .75) = $ 7.50
30 copies, Owning Your Own Car (30 copies X .35) = $ 10.50

TOTAL = $ 18.00

Ms. Jamie Mather

30 copies, Buying a Stereo = $ ______
12 copies, Getting Your First Job = $ ______
20 copies, The Grooming Handbook = $ ______

TOTAL = $ ______

Western Jr. High School

55 copies, Shopping Guide = $ ______
100 copies, Owning Your Own Car = $ ______

TOTAL = $ ______

Mr. Jason Jones

30 copies, Owning Your Own Car = $ ______
112 copies, The "Cool" Look = $ ______
11 copies, Shopping Guide = $ ______

TOTAL = $ ______

Mrs. E. D. Cummins

30 copies, Makeup for Teens = $ ______
12 copies, Getting Your First Job = $ ______
40 copies, The Grooming Handbook = $ ______

TOTAL = $ ______

2. Record the **TOTAL** of each sale in the **TOTAL** column on the chart below.

		Coins				Dollars			
Sale	**Total**	**1¢**	**5¢**	**10¢**	**25¢**	**$1**	**$5**	**$10**	**$20**
Mazoyer	$18.00					3	1	1	
Mather									
Western									
Jones									
Cummins									

3. Once the totals are recorded, use the play money and count out and record the correct coins and bills to equal the total for each customer. The first one is done for you.

Name________________________________ Period__________

CAREER TRYOUT - CASHIER/SALES CLERK #2

Score__________

Equipment needed: Calculator and play money

1. As a sales clerk in a department store, your job is to find the total cost of what the customer buys, plus the sales tax he or she owes. Here is an example of a sales slip:

NOTE: Put the decimal lever to 2 places.

TEEN DEPT. NO. 195
Date July 1

Name John
Address Salt Lake

Quantity	Description	Unit Price	Total
1	Cap	18.50	18.50
2	T-Shirt	7.50	15.00
		Total Cost	33.50
		Plus 5% Sales Tax	1.68
		Total Amount Due	35.18

PART I

1. Figure the total cost by adding together all of the items the customer buys. (From the example above: $18.50 + $15.00 = $33.50 Total Cost)

2. Figure sales tax by doing the following:
   - Enter the total cost $33.50 (from the example card above) into your calculator.
   - Multipy the total cost by 5% (sales tax).
   - The answer given is the amount of sales tax due ($1.68 for John).

33.50 X
5%
1.68 =
33.50 +
35.18 = total

3. Figure the total amount due by adding the sales tax to the total cost. John's total is $33.50 + $1.68 = $35.18.

FILL IN THE SALES SLIPS FOR THE NEXT FOUR SALES.

TEEN DEPT. NO. 195

Date July 1

Name Susan Sanders

Address SLC, UT

Quantity	Description	Unit Price	Total
1	Shirt	36.99	36.99
1	Sandals	28.99	28.99
Total Cost			
Plus 5% Sales Tax			
Total Amount Due			

TEEN DEPT. NO. 196

Date July 1

Name Kyle Carson

Address Ogden, UT

Quantity	Description	Unit Price	Total
1	Belt	15.99	15.99
1	Jeans	32.01	32.01
Total Cost			
Plus 5% Sales Tax			
Total Amount Due			

TEEN DEPT. NO. 197

Date July 1

Name Jamie Richardson

Address Roy, UT

Quantity	Description	Unit Price	Total
1	Dress	86.00	86.00
1	Necklace	8.99	8.99
Total Cost			
Plus 5% Sales Tax			
Total Amount Due			

TEEN DEPT. NO. 198

Date July 1

Name Jeremy Anderson

Address St. George, UT

Quantity	Description	Unit Price	Total
4	Socks	1.99	7.96
1	T-Shirt	5.99	5.99
Total Cost			
Plus 5% Sales Tax			
Total Amount Due			

PART II

Now that you have made the sales and recorded the totals, it is time to collect from your customers.

1. Write the total of each sales slip you have just figured on the chart below.

2. Write what change in coins and dollars you would give them back.

For Example:

John's total was $35.18. He gave you $40.00
His change would be recorded as 2 pennies, 1 nickel, 3 quarters, and 4 $1 bills.

Susan Sanders gave you $75.00. What is her change? Record on transaction Sheet

Kyle Carson gave you $55.00. What is his change? Record on transaction Sheet

Jamie Richardson gave you $100.00. What is her change? Record on transaction Sheet

Jeremy Anderson gave you $15.00. What is his change? Record on transaction Sheet

		Coins				Dollars			
SALE	TOTAL OWED	1¢	5¢	10¢	25¢	$1	$5	$10	$20
John	35.18	2	1		3	4			
Susan									
Kyle									
Jamie									
Jeremy									

3. As sales clerk, you receive 20% commission on your total sales for the day. How much commission did you make today?

NOTE: Add all four totals. Multiply the answer by 20%. This will give you the commission on your sales.

Commission $__________

Filing Clerk

Alphabetizing Personal Names

Filing is the organization and storage of cards, letters, computer disks, memorandums, reports, receipts, addresses, business forms, and all other kinds of records. Good filing methods make any kind of business run more smoothly. There are different ways to arrange records in files, but the activities presented in this unit will help you learn to file alphabetically.

TERMS TO KNOW: Units--names or titles used to alphabetize.
Indexing--putting in alphabetical order by name or title.

Study the five basic rules for alphabetizing personal names.

☞ **Rule #1**: Arrange the units in this order:
a) last name
b) first name or initial
c) middle name or initial

*If a name has no third unit (middle name or initial), it comes **before** the same name that has a third unit (middle name or initial). This is called the **"nothing comes before something"** rule for arranging names in alphabetical order.

Example: John Smith comes before John Q. Smith
B. Jones comes before Bill Jones

☞ **Rule #2**: A prefix (such as Mc in McDonald) is part of the name. Ignore any apostrophe or space that is in or after it.

Example: McDonald = MCDONALD

☞ **Rule #3**: Alphabetize a first, middle, or last name that has a hyphen as one unit.

Example: Olivia Newton-John =
NEWTONJOHN, OLIVIA

☞ **Rule #4**: In names that are shortened (like Liz instead of Elizabeth or Bill instead of William), index them using the shortened name.

Example: Bill Anderson = ANDERSON, BILL

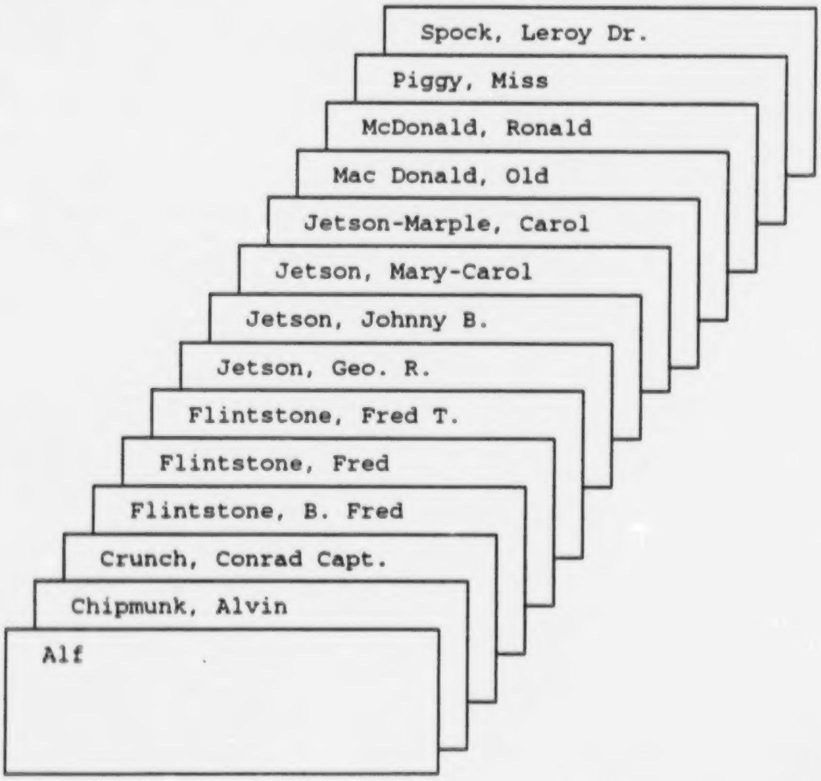
☞ **Rule #5**: If there are two or more identical names to alphabetize, use a title to help tell them apart. **Titles like II or III are filed before titles like Jr. or Sr.**

Example: 1. Brent Cole II = COLE, BRENT II
2. Brent Cole, Jr. = COLE, BRENT JR.

BEST COPY AVAILABLE

Study the examples given below which show the five basic rules for alphabetizing personal names, then complete the worksheets for ACTIVITY 1 and ACTIVITY 2.

UNIT	Last Name UNIT 1	First Name UNIT 2	Middle Initial or Title UNIT 3
Alf	ALF		
Alvin Chipmunk	CHIPMUNK	ALVIN	
Capt. Conrad Crunch	CRUNCH	CONRAD	CAPT
B. Fred Flintstone	FLINTSTONE	B	FRED
Fred Flintstone	FLINTSTONE	FRED	
Fred T. Flintstone	FLINTSTONE	FRED	T
Geo. R. Jetson	JETSON	GEO	R
Johnny B. Jetson	JETSON	JOHNNY	B
Mary-Carol Jetson	JETSON	MARYCAROL	
Carol Jetson-Marple	JETSONMARPLE	CAROL	
Old Mac Donald	MACDONALD	OLD	
Ronald McDonald	MCDONALD	RONALD	
Miss Piggy	PIGGY	MISS	
Dr. Leroy Spock	SPOCK	LEROY	DR


Spock, Leroy Dr.
Piggy, Miss
McDonald, Ronald
Mac Donald, Old
Jetson-Marple, Carol
Jetson, Mary-Carol
Jetson, Johnny B.
Jetson, Geo. R.
Flintstone, Fred T.
Flintstone, Fred
Flintstone, B. Fred
Crunch, Conrad Capt.
Chipmunk, Alvin
Alf

Name ____________________

Period ___________
Score ___________

FILING CLERK
ACTIVITY 1

Listed below are several personal names. They are **not** listed in alphabetical order. On the lines given, break each name down into units. Then write the names in alphabetical order on the cards below. The first two are done for you. Look at the five basic rules and the examples you've read to help you decide.

UNIT	Last Name UNIT 1	First Name UNIT 2	Middle Initial or Title UNIT 3
Edward Whiting, Jr.			
Edward Whiting, III			
Bill Warren			
Kathryn Vanuyes, M.D.			
Mary Werrett			
Marvin Werrett-Brown			
John H. Warren			
Susan Vanausdal	VANAUSDAL	SUSAN	
J. Harvey Warren			
Kathryn Vanuyes			
Mary-Beth Werrett			
John Warren			
Scott Van Halen	VANHALEN	SCOTT	

13.

12.

11.

10.

9.

8.

7.

6.

5.

4.

3.

2. Van Halen, Scott

1. Vanausdal, Susan

Name ____________________

Period _____
Score _____

FILING CLERK
ACTIVITY 2

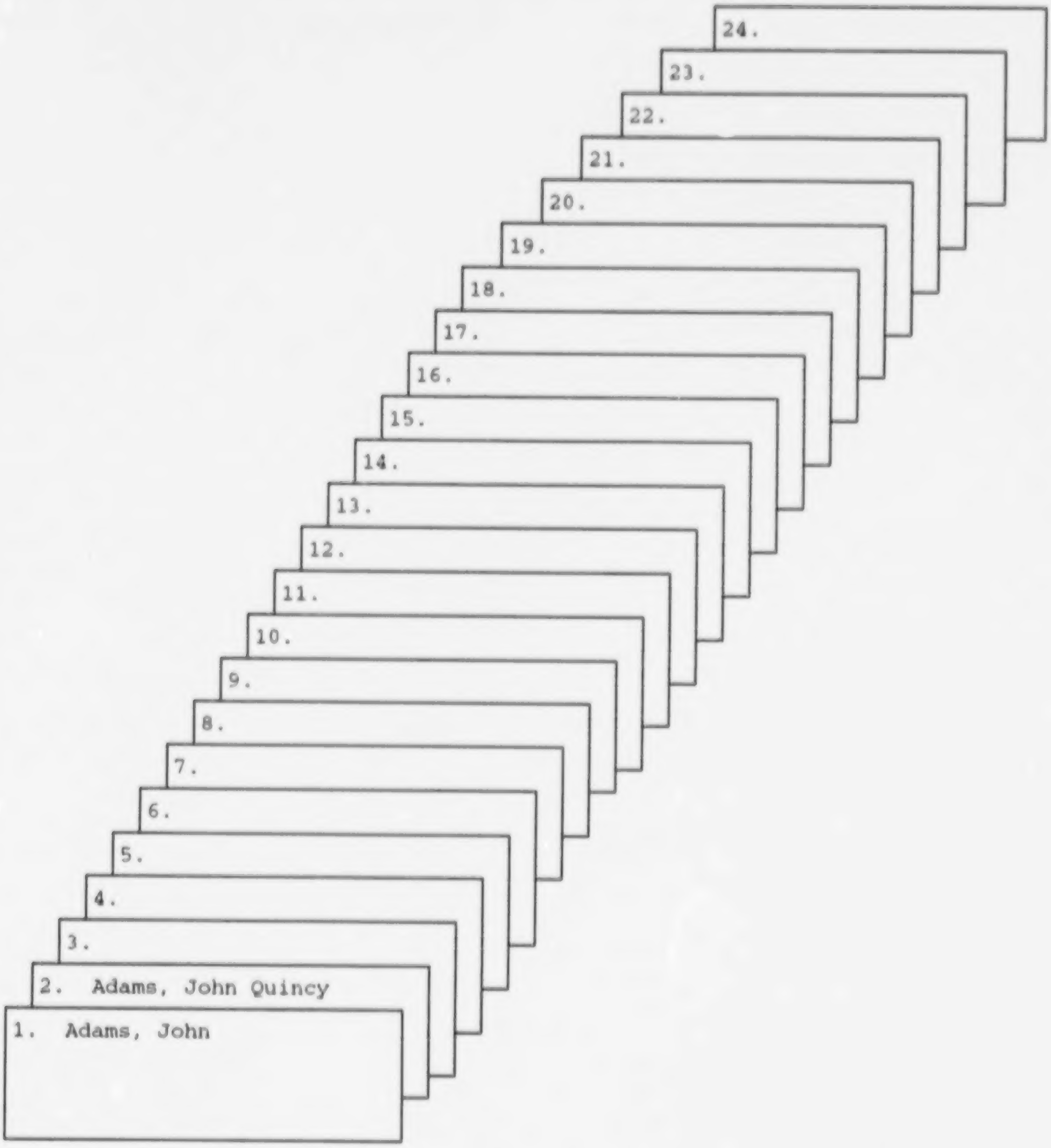
Here's more practice! Listed below are several personal names. They are **not** listed in alphabetical order. On the lines given, break each name down into units. Then write the names in alphabetical order on the cards on the following page. The first two are done for you. Look at the five basic rules and the examples you've read to help you decide.

	Last Name	First Name	Middle Initial or Title
UNIT	UNIT 1	UNIT 2	UNIT 3
Andrew Johnson			
Benjamin Harrison			
Calvin Coolidge			
Franklin D. Roosevelt			
George H. Bush			
Harry S. Truman			
Herbert Hoover			
James Monroe			
James A. Garfield			
James E. Carter			
James Madison			
James Buchanan			
John Adams	ADAMS	JOHN	
John Tyler			
John F. Kennedy			
John Quincy Adams	ADAMS	JOHN	QUINCY
Lyndon B. Johnson			
Ronald W. Reagan			
Rutherford B. Hayes			
Theodore Roosevelt			
Thomas Jefferson			
William McKinley			
William H. Harrison			
Zachary Taylor			

Name ____________________

Period _____
Score _____

FILING CLERK
ACTIVITY 2 (Continued)



1. Adams, John
2. Adams, John Quincy
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.

ACTIVITY 3
Alphabetizing Business Names

Study the three basic rules for alphabetizing business names.

☞ **Rule #1:** Alphabetize the names of **businesses, organizations**, and **even TV shows** as written.

Example: L A Gear = L A GEAR
(NOT GEAR, L A)

When **The** is the first word of the name, it is treated as the last unit.

☞ **Rule #2 :** Alphabetize abbreviated names the way the company does.

Example: Cate Equip. Co. = CATE EQUIP. CO.
(NOT CATE EQUIPMENT COMPANY)

☞ **Rule #3:** **Numbers come before letters** when alphabetizing. Put them from **lowest to highest**

Example: 5-7-9 Shop = 5 Shop
49th Street Galleria = 49 Street Galleria
5 comes before 49

When numbers have a hyphen, just use the first number for filing.

Example: 7-11 = 7

For numbers that are written out, file as written.

Example: Thirty Something

If a number has a hyphen, take out the hyphen and keep all the numbers in one unit.

Example: Thirty-Nine West = ThirtyNine West

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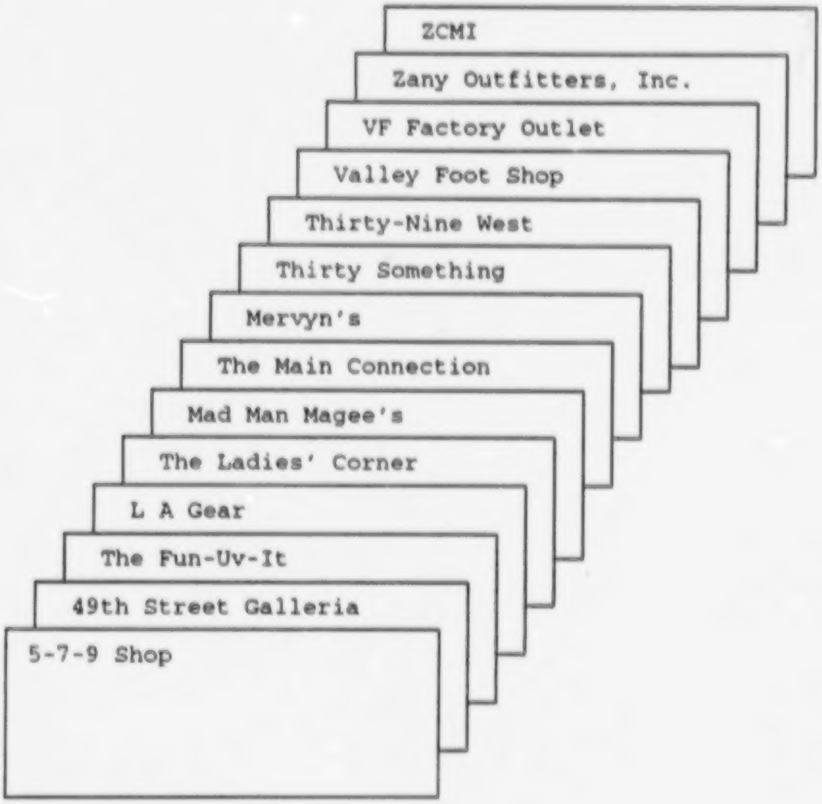
Study the examples given below which use the three basic rules for alphabetizing business names. Then complete the worksheet for **ACTIVITY 3**.

UNIT	UNIT 1	UNIT 2	UNIT 3
5-7-9 Shop	5	SHOP	
49th Street Galleria	49	STREET	GALLERIA
The Fun-Uv-It	FUNUVIT	THE	
L A Gear	L	A	GEAR
The Ladies' Corner	LADIES'	CORNER	THE
Mad Man Magee's	MAD	MAN	MAGEES
The Main Connection	MAIN	CONNECTION	THE
Mervyns	MERVYNS		
Thirty Something	THIRTY	SOMETHING	
Thirty-Nine West	THIRTYNINE	WEST	
Valley Foot Shop	VALLEY	FOOT	SHOP
VF Factory Outlet	VF	FACTORY	OUTLET
Zany Outfitters, Inc.	ZANY	OUTFITTERS	INC.
ZCMI	ZCMI		


ZCMI
Zany Outfitters, Inc.
VF Factory Outlet
Valley Foot Shop
Thirty-Nine West
Thirty Something
Mervyn's
The Main Connection
Mad Man Magee's
The Ladies' Corner
L A Gear
The Fun-Uv-It
49th Street Galleria
5-7-9 Shop

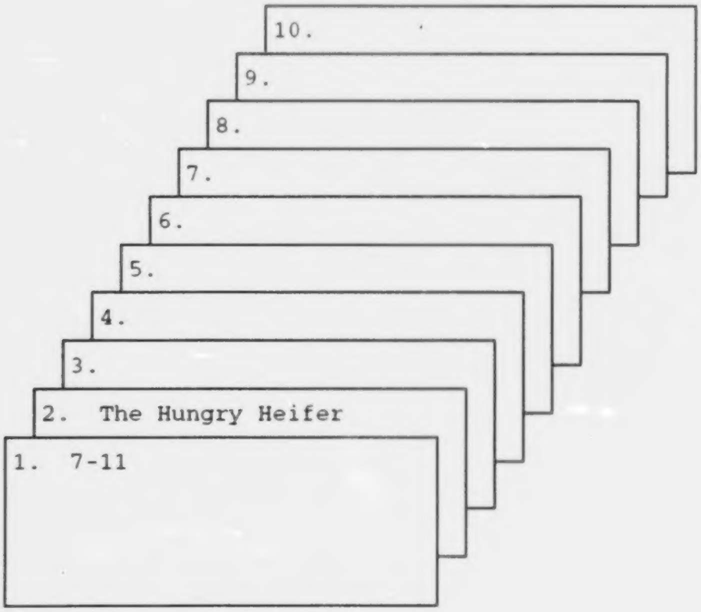
Name ______________________________ Period __________

Score __________

FILING CLERK
ACTIVITY 3

Part 1 Listed below are several business names. They are **not** listed in alphabetical order. Break each name down into units and write them in alphabetical order on the cards given. The first two are done for you. Use the business rules to help you.

UNIT	UNIT 1	UNIT 2	UNIT 3
Pizza Hut	______	______	______
TCBY	______	______	______
The Taco Maker	______	______	______
The Hungry Heifer	HUNGRY	HEIFER	THE
Mable's Ice Cream	______	______	______
7-11	7	______	______
The Underground	______	______	______
Potatohead Bar	______	______	______
Seventh Heaven Steakhouse	______	______	______
McDonald's	______	______	______



10.

9.

8.

7.

6.

5.

4.

3.

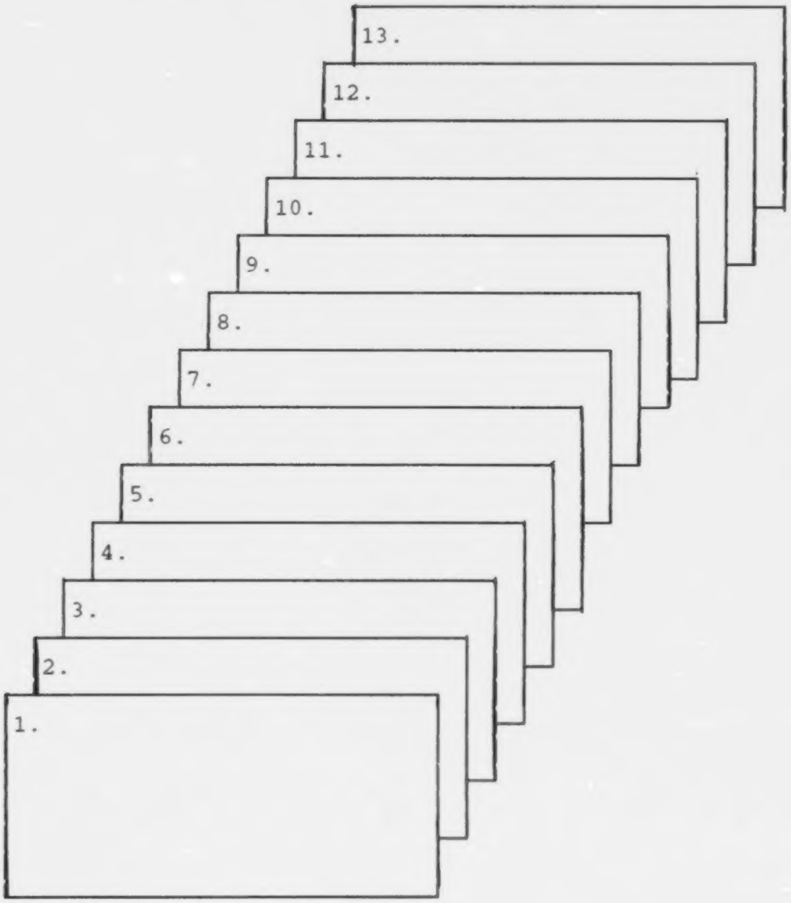
2. The Hungry Heifer

1. 7-11

FILING CLERK - Activity 3

Part 2 This practice uses TV programs. They are filed like businesses. Break each name down into units and write them in alphabetical order on the cards below. Use the business rules to help you.

UNIT	UNIT 1	UNIT 2	UNIT 3
The Cosby Show			
Family Matters			
L. A. Law			
MASH			
Home Improvement			
Murphy Brown			
Monday Night Football			
Full House			
Rescue 911			
I Love Lucy			
Sesame Street			
Reading Rainbow			
America's Funniest Videos			



Receptionist Tryout

RECEPTIONIST TRYOUT

ACTIVITY 1, Part 1 - RECORDING TELEPHONE MESSAGES

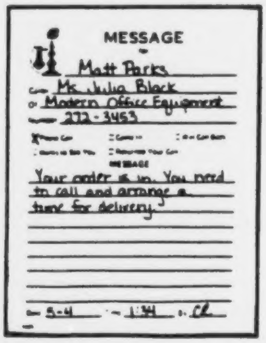
Probably one of the first things a new receptionist does on any job is answer the telephone. In any company, there will be a form used for taking telephone messages. Each part of the message is important. Be sure the caller's name is spelled correctly and that the telephone number is right and readable. Be sure the message tells anything the person getting the message should do such as call back, wait for a return call, or perhaps carry out some instruction.

Instructions:

1. Use the telephone message forms on the Activity 1 worksheet to record the messages from the telephone calls shown below.
2. Use today's date for these calls.

Here is an example:

1:34 p.m. Ms. Julie Black of Modern Office Equipment (272 -3454) calls to tell Matt Parks that the items he ordered have come in. She needs to arrange a time with him for delivery and would like him to call her back.



MESSAGE

Matt Parks

Ms. Julia Black

Modern Office Equipment

272-3453

Your order is in. You need to call and arrange a time for delivery.

5-4 1:34 CL

Message #1

9:10 a.m. Ms. Linda Bott calls from New York City (202-555-3984) to tell the Computer Specialist, Doug Carson, that she has the software he has been wanting. She says she will be in your office in two days to meet with Mr. Carson. If he has any questions, he should call before the end of the day, as Ms. Bott will not be in her office again before coming to visit Mr. Carson.

Message #2

11:15 a.m. Mr. Bret Van Austin, of Business Essentials, calls. He wishes to speak to Lynn Meyrick about a presentation they are working on. He will be out of the office for two hours, but will call back at 1:30 p.m.

Message #3

1:09 p.m. Mrs. Kathy Maycock, of John Bowen & Associates (376-9208), returns a call made to her by your accountant, Paul Gardner. She says the following day at 4:00 p.m. is a good time for her to meet with Paul. She doesn't need Paul to call her back unless he has a change in plans.

Message #4

3:24 p.m. David Jargen calls to speak to your personnel director, Brad Ferguson. He won't leave a message but says it is urgent that Brad call him back as soon as possible. He says Brad knows his number.

Name ______________________

Period ______

Score ______

RECEPTIONIST TRYOUT
ACTIVITY 1--PART 1

Message #1

MESSAGE
for
____

Caller ______________________
Of ______________________
Number ______________________

☐ Please Call ☐ Came In ☐ Will Call Back
☐ Wants to See You ☐ Returned Your Call

MESSAGE

Date ________ Time ________ By ________

11-1445

Message #2

MESSAGE
for
____

Caller ______________________
Of ______________________
Number ______________________

☐ Please Call ☐ Came In ☐ Will Call Back
☐ Wants to See You ☐ Returned Your Call

MESSAGE

Date ________ Time ________ By ________

11-1445

Message #3

MESSAGE
for
____

Caller ______________________
Of ______________________
Number ______________________

☐ Please Call ☐ Came In ☐ Will Call Back
☐ Wants to See You ☐ Returned Your Call

MESSAGE

Date ________ Time ________ By ________

11-1445

Message #4

MESSAGE
for
____

Caller ______________________
Of ______________________
Number ______________________

☐ Please Call ☐ Came In ☐ Will Call Back
☐ Wants to See You ☐ Returned Your Call

MESSAGE

Date ________ Time ________ By ________

11-1445

ACTIVITY 1, PART 2 - MAKING LONG DISTANCE CALLS

A receptionist can handle many routine business matters by using the telephone. These outgoing calls can save a company money if the receptionist knows of the long distance services available. If you make calls to cities and towns across the country, you will need to be aware of the differences in time zones. If you calling a different time zone, you will want to figure the differences in time before you make the call. Think of the person you are calling. Be aware of lunch hours, early morning hours, and end-of-work hours.

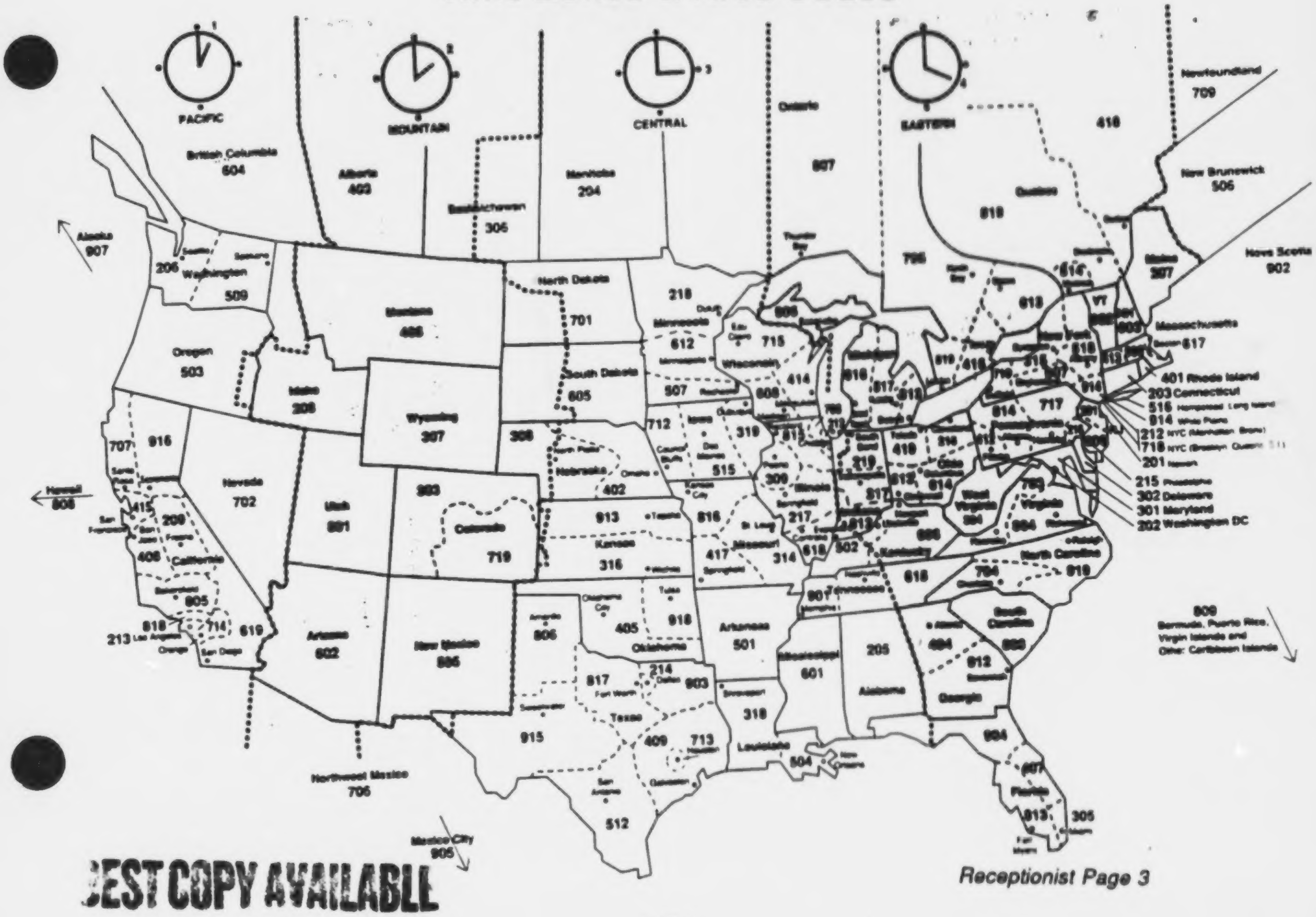
The United States and Canada are divided into five time zones: Atlantic, Eastern, Central, Mountain, and Pacific. From east to west, each time zone is one hour earlier.

Instructions:

1. Use the time-zone map shown below to answer the questions on the following page. (If this map is difficult to read, there is also a copy in the front of the phone book.)

2. Record your answers on the following page.

U.S. and Canada
Time Zones & Area Codes


PACIFIC
MOUNTAIN
CENTRAL
EASTERN
British Columbia 604
Alberta 403
Saskatchewan 306
Manitoba 204
Ontario 807
Quebec 819
418
Newfoundland 709
New Brunswick 506
Nova Scotia 902
Alaska 907
Hawaii 808
Washington 206 509
Oregon 503
Idaho 208
Montana 406
Wyoming 307
Nevada 702
Utah 801
Colorado 303 719
California 707 916 415 209 408 805 818 213 714 619
Arizona 602
New Mexico 505
North Dakota 701
South Dakota 605
Nebraska 308 402
Kansas 913 316
Oklahoma 405 918
Texas 806 817 214 903 915 409 713 512
Minnesota 218 612 507
Iowa 712 319 515
Missouri 816 417 314
Arkansas 501
Louisiana 318 504
Wisconsin 715 414 608
Illinois 309 217 618
Mississippi 601
Alabama 205
Tennessee 901 615
Kentucky 502 606
Georgia 404 912
Florida 904 407 813 305
South Carolina 803
North Carolina 704 919
Virginia 703 804
West Virginia 304
Ohio 419 216 513 614
Michigan 906 616 313 517
Pennsylvania 814 717
New York 716 315 518
Maine 207
Massachusetts 617
401 Rhode Island
203 Connecticut
516 Hempstead Long Island
914 White Plains
212 NYC (Manhattan Bronx)
718 NYC (Brooklyn Queens SI)
201 Newark
215 Philadelphia
302 Delaware
301 Maryland
202 Washington DC
809 Bermuda, Puerto Rico, Virgin Islands and Other Caribbean Islands
Northwest Mexico 706
Mexico City 905

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Name ____________________________ Period ________

Score ________

QUESTIONS FOR ACTIVITY 1--PART 2
MAKING LONG DISTANCE CALLS

1. If your office is in Virginia, what time would you place a call to reach Las Vegas, Nevada at 8:15 a.m. Pacific time?

2. What is the area code for Dallas, Texas?

3. You are working in California and want to reach an office in Wisconsin before 5:00 p.m. Central time. What time would you need to call?

4. If your office is in Nashville, Tennessee, and you want to reach an associate in Utah at 2:20 p.m. Mountain time, what time would you place the call?

5. What is the area code for Alberta, Canada?

6. Your office is in Arizona and you need to call Pennsylvania before their lunch hour at 12:00 noon. When should you place the call?

7. If you work in Boston, Massachusetts and must speak to an associate in the state of Washington at 8:00 a.m. Pacific time, what time would you place the call?

8. What is the area code for Washington, D.C.?

9. You are in an office in Florida and wish to speak to an associate in Alabama before 5:00 p.m. Central time. What time would you place the call?

10. You work in Oregon and need to call an office in New York between 1:00 and 3:00 p.m. Eastern time. When would you place the call?

ACTIVITY 2 - USING A TELEPHONE DIRECTORY

Introduction:

Receptionists need to be aware of the kinds of information in telephone directories so they can find what they need quickly.

Local telephone companies usually give directories to their customers free of charge. If an office makes many calls to certain large cities, it may also have some out-of-town directories.

White Pages: This directory lists in alphabetic order the names and telephone numbers of individuals and businesses. In some cities, the white pages are divided into two sections. The first section lists personal names and numbers only, while the second section lists only business names and numbers.

Blue Pages: The Blue Pages serve as an easy way to locate telephone numbers of government offices and other helpful numbers such as those of the chamber of commerce, consumer protection, and weather service.

Yellow Pages: This directory contains an alphabetic listing of businesses only. The businesses are arranged according to the services they provide or the products they sell.

Instructions:

1. Obtain a telephone directory from your instructor.
2. Read the situations presented on the handout "US WEST SCAVENGER HUNT."
3. Using the telephone directory, record your answers to the questions on Activity 2 worksheet. Correct your answers in the answer key.

Name ______________________________ Period ________

Score ________

CAREER TRYOUT - RECEPTIONIST
US WEST SCAVENGER HUNT
ACTIVITY 2

1. You and your friend were so busy looking for deer that he ran his car into the river and now you're up a creek!

   What's the name and number of a good wrecker company?
   (Use the index at the front of the yellow pages if you need help.)

   Where did you find the information?

2. Remember that boy you met at Raging Waters? You just received a letter from him and you quickly write a reply.

   But what is the address of the nearest post office?
   (Look at the information at the beginning of this activity if you need help.)

   Where did you find the information?

3. You just made the final cuts for the basketball team. You want to 'reach out and touch someone' so you call your grandma who lives in West Virginia.

   What is the area code for West Virginia?

   Where did you find the information?

4. You have had a bedroom in the basement for two years and you are SICK of looking at cement floors and wood framing.

   Who can you call to ask about a nice remodeling job?

   Where did you find the information?

5. Your family is thinking of buying a swimming pool! Before you start digging the hole for the pool, you better check with the Buried Cable Location Service.

   What is the phone number?

   Where did you find the information?

6. The 24th of July is coming up and your school club wants to sell snow cones as a fund raiser. All fund raisers must be approved by the local Chamber of Commerce.

   What is the phone number of your local Chamber of Commerce?

   Where did you find the information?
   (Look at the information at the beginnng of this activity if you need help.)

7. You have had a sore throat for weeks and you have used up three bottles of chloroseptic. Before you become addicted, you better find a sore throat specialist (doctor).

   Whom can you call?

   What is the number?

   Where did you find the information?

8. Your pet bird died and, to show your respects, you want a mortician to handle the last rites.

   What is the name and number of a mortician in your area?

   Where did you find the information?

9. Your little sister tried to feed a peanut butter sandwich to your tape player and now the auto reverse doesn't work.

   Find the number of a company who can fix it.

   Where did you find the information?

IF YOU ENJOYED THIS ACTIVITY, YOU WILL WANT TO DO THE BONUS ACTIVITY AT THE END OF THIS PACKET FOR MORE PRACTICE USING A TELEPHONE DIRECTORY!

ACTIVITY 3 - HANDLING OUTGOING MAIL

Introduction:

Every receptionist should have a thorough knowledge of the different classes of mail and of special mail services. Use the information below to help you complete this activity.

Firs

First-class mail includes letters, postcards, purchase orders, business replay mail, invoices, and checks. International mail would also be included in this category.

Second-Class Mail

Second-class mail includes newspapers, magazines, professional journals, and other regularly published periodicals.

Third-Class Mail

Third-class mail includes catalogs, advertising circulars, calendars, brochures, manuscripts, all weighing 16 ounces or less.

Fourth-Class Mail

Fourth-class mail includes items similar those in third-class mail that weigh over 16 ounces.

Branch Mail

Branch mail is mail sent in interoffice envelopes between offices in different cities and states. Branch mail is usually delivered by company-owned trucks.

Express Mail

Express Mail service is used when a company needs delivery within 24 hours to a location. This mail service is the most costly and should be used only when it is vital that an item be delivered quickly.

Registered Mail

Registered mail is first-class mail with insurance for loss, providing payment of up to $10,000. Typical items that might be sent by registered mail are jewelry, stock certificates, precious metals, and valuable merchandise. Large items can also be sent this way.

Certified Mail

Certified mail service is used when proof of mailing is needed. It can provide the same delivery or proof of delivery service as registered mail. The difference is that certified mail does not have insurance protection. Items that might be sent by certified mail are contracts, income tax returns, manuscripts, medical records, etc.

Insured Mail

Only third- and fourth-class mail can be insured. A package of merchandise worth $30 would be sent more economically by insured than by registered mail.

Facsimile Transmission

Facsimile equipment (FAX) makes it possible to send and receive documents and pictures immediately. A full page can be transmitted, line for line, in three to six minutes. Real estate networks use facsimile equipment to transmit photographs of listings from office to office across the country. This form of mail is expensive, especially when the connection made is long distance.

Name ______________________________

Period ________

Score ________

CAREER TRYOUT - RECEPTIONIST

ACTIVITY 3

Instructions:

In the space provided, indicate what class of mail or special mail service you would suggest for each item.

Use the information provided in the Introduction to help you decide which type of service would be your best choice. Remember that you want to send the item as efficiently--and yet as inexpensively--as possible.

A. A check enclosed with a personal letter. ____________

B. A catalog, weighing less than 16 ounces, that you ordered showing all kinds of tricks to play on younger brothers and sisters. ____________

C. An important medical record that requires proof of mailing. ____________

D. An advertising circular announcing a grand opening. ____________

E. A picture of a good looking girl/guy that your friend needs to receive TODAY! ____________

F. A 9-ounce package containing a $5,000 ring. ____________

G. A homework paper that you left at your cousins's house in another city and which you need to receive within 24 hours. ____________

H. A 64-ounce package containing catalogs. ____________

I. A package of merchandise worth $50.00. ____________

J. A magazine to which your office subscribes. ____________

K. A pet elephant worth $6,000 which your grandma is sending you for your birthday. ____________

L. A letter to the manager of a neighboring branch. Your company has access to truck service. ____________

M. A copy of a legal document that another company needs to receive in the next hour. ____________

N. A report card that your teacher wants to send to your parents and show proof of mailing. ____________

O. A letter to another company that must be received within 24 hours. They do not have a FAX machine. ____________

Name________________________________ Period____________

Score____________

CAREER TRYOUT - RECEPTIONIST
US WEST SCAVENGER HUNT
ACTIVITY 4--BONUS

Here is some more practice using the phone book. Reread the directions for Activity 2 to do this worksheet.

1. Your mother calls you from work and needs you to look up the number of **McDonald's**.

   What is the number?

   Where did you find the information?

2. The summer is getting hotter, and the mosquitoes are getting thicker. You have got to get rid of some these blood thirsty creatures. (Look in the front of the phone book.)

   What's the number of your County Mosquito Abatement Department?

   Where did you find the information?

3. With the end of school nearing, you want to have big party for all of your friends. You don't want to have to worry about the food and decorations, so you look for a business to help you out.

   What is the name and number of the business?

   Where did you find the information?

4. Your friend is showing suicidal tendencies and you think he needs serious help.

   What is the name and number of a treatment center?

   Where did you find the information?

5. Your little brother keeps pestering you to fix his bike. You finally take time to investigate the problem and decide you will need several bolts to hold the thing together.

   What is the name and number of a business that sells bolts?

   Where did you find the information?

6. The termites are gradually devouring your bedroom door. If you want any privacy at all, you need to bust them now!

   Who ya gonna call?

   Where did you find the information?

7. There are so many things you want to do this summer, but you don't have any money; and your mom and dad aren't about to waste their money on your vacationing. Maybe you could get a temporary job to earn some fun money.

   What is the name of a company who could help you find a temporary job?

   Where did you find the information?

8. Well, the spring dance is coming up, and you want to look your best. Since the last perm your mother gave you fried your hair nearly off, you decide to get a professional.

   What is the number of a good hairdresser?

   Where did you find the information?

9. You are interested in buying an electric guitar so you can join the junior high jazz ensemble. You would like to know what instruments are available and what the best brands on the market are.

   What is a number you can call to find Consumer Tips on Musical Instruments? (Check the front of the white pages.)

Stenographer Tryout

STENOGRAPHER TRYOUT

You have completed the shorthand packet in which you learned many rules and brief forms for alphabetic shorthand. This tryout consists of two parts: (1) completing a typical business letter by writing the missing words in shorthand, and (2) writing a letter in alphabetic shorthand. Follow the directions given for each part below.

PART 1--Completing a Business Letter

On the next page is a copy of a letter you might see if you worked for a computer business. If you were working at this company, you would have written the entire letter in shorthand from dictation (someone else talking). For this example, though, you are only required to fill in some missing words. Before each blank line, you will see a word in parentheses. Write the word shown in parentheses in alphabetic shorthand on the line. Remember to apply all the rules you learned in the Shortcuts for Writing Fast unit and use brief forms when possible.

COMPLETE THE LETTER ON THE
NEXT PAGE NOW.

Check your answers with the answer key to see how well you did.

PART 2--Writing a Letter

Now, let's have some fun creating a letter on your own. Write a letter to a friend in alphabetic shorthand. The letter must be at least two paragraphs long, and each paragraph must have at least three complete sentences.

After you have written your letter in shorthand, transcribe it into longhand. Hand in both copies to your teacher for credit.

Name____ Period___________

CAREER TRYOUT - STENOGRAPHER
ACTIVITY 1

Score___________

June 1, 19--

Mr. Sheldon McDonnel, Manager
Data Information, Inc.
4390 Castle Rock Avenue
Hackensack, NJ 07606

Dear Mr. McDonnel

Nowadays, there (are)________ literally hundreds (of)_________ different kinds of computers marketed (by)_________ as many manufacturers. (The)__________ complexity of (each)__________ kind (may)_______ vary considerably, (but)________ in the end, each computer has two fundamental sections--the (control)_________ unit and (the)_________ arithmetic and logic unit.

The (control)___________ unit reads and interprets program instructions, directs the operation of (internal)__________ processor components, and controls the (flow)____________ of the programs and data in and out (of)________ primary storage. A program (must)_______ first be loaded to primary storage before (it)_________ can be executed.

The arithmetic and logic unit (performs)___________ all computations--addition, subtraction, multiplication, and division--and all (logic)_________ operations--comparisons. Examples of computations include the (following)______________: the payroll deduction (for)______________ Social Security, the day-end inventory, and the (balance)______________ on bank statements. A logic operation, on the (other)__________ hand, (is)_________ a comparison between two (pieces)__________ of data. The arithmetic and logic unit also (does)__________ alphabetic comparisons. For example, when comparing Smyth and Smith, Smyth is evaluated as (being)_________ alphabetically greater, so (it)________ is positioned after Smith.

If you (are)________ interested in a further "look inside" the APPEX microcomputer, (please)___________ join us on June 30 at 7 p.m. at the Hotel Hamlette. Mr. Ron Martin, Director of Technology, will show (you)________ the internal operations of the APPEX microcomputer.

Sincerely

Marianne Chong
Sales Director
xx

NOW DO PART 2 BEFORE TURNING THIS IN FOR K.A.S.H.

Legal Secretary Tryout

CAREER TRYOUT - LEGAL SECRETARY

ACTIVITY 1 - Power of Attorney

One legal form is called a **Power of Attorney**. It gives one person the right ot make decisions for someone else. This is used for wills, partnerships, etc. It protects people and businesses from problems.

1. This power of attorney is made for Dawna L. Conklin of Sonoma County, California. She has chosen Susan D. Clayton of Sonoma County to be her attorney. She is **"to manage and operate my business, Sonoma Sights, located at 532 Vineyard Lane, Sonoma, California, during my absence,"**

   (Type the three lines above that are in quotes onto the power of attorney document after the word STEAD on line 6).

2. Date the power of attorney "**Fourth day of March, 1996.**"

3. Sign your name on the lines that have L. S. after them. That makes you the Notary Public. That means you witness you saw Dawna Conklin sign the paper.

4. Fill in the STATE OF line with **CALIFORNIA**.

5. Fill in the County of line with **SONOMA**.

CAREER TRYOUT - LEGAL SECRETARY

ACTIVITY 2

One of the jobs for a legal secretary is to type letters. Usually they have something to do with the legal forms like you typed in Activity 1. Sometimes they are to set a date to come sign the forms or meet with the attorney.

Please type the letter as shown. After inserting the paper, return 10 times before typing the date.

February 27, 1996

Mrs. Dawna L. Conklin
4873 Shettler Drive
Sonoma, CA 94557

Dear Mrs. Conklin:

The Power of Attorney document you requested has been completed. All that remains to be done is to have you approve and sign it. Could you come to my office on Wednesday, March 4 at 10:30 to complete this?

If you cannot come at that time, please call my office to make other arrangements.

Sincerely,

Sheila Dixon

sdf

CAREER TRYOUT - LEGAL SECRETARY

ACTIVITY 3

Preparing a Will

Prepare a will using the information below on the form provided.

Information for the Will:

This will is made for **William Charles Taylor, Seattle, Washington.**

Wife:	Alice Theresa Taylor
Son:	Robert Andrew Taylor
Daughter:	Ruth Alice Taylor
Executor:	Wife (If wife is not available, appoint James T. Lamb as executor).

(AN EXECUTOR IS THE PERSON WHO WILL MAKE ALL OF THE ARRANGEMENTS FOR THE PERSON AFTER HE OR SHE DIES).

Real and personal property divided as follows:

one-half to wife, Alice Theresa Taylor
one-fourth to son, Robert Andrew Taylor
one-fourth to daughter, Ruth Alice Taylor

Use TODAY'S date for the will. Be sure to spell out the day instead of using numbers (first day of November, instead of 1 day of November).

CAREER TRYOUT - LEGAL SECRETARY

ACTIVITY 4

Appointment Letter

Here is another letter for you, as a legal secretary, to type. This one is about the will you typed in Activity 3.

Please type the letter as shown. After inserting the paper, return 10 times before typing the date.

January 28, 1995

Mr. and Mrs. William C. Taylor
25472 Columbia Ave.
Seattle, WA 98101

Dear Mr. and Mrs. Taylor:

We have completed your Will. Would you be able to come to the office Monday, February 2, 1995, at 4:30 p.m. to sign this paper?

If this is not a good time for you, please call the office and other arrangements will be made.

Yours very truly,

Mrs. Frances Cassidy
Attorney at Law

ckw

Name ______________________ Period ________ Score ______

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: that I, ______________________________

of the County of ____________________, State of __________________, by these presents

do make, constitute, and appoint ____ of the

County of _______________ , State of __________________, my true and lawful attorney for

me and in my name, place, and stead ____

____,

giving and granting unto said attorney full power and authority to do and perform all and every act and thing whatwoever requisite and necessary to be done in and about the premises, as I might or could do is personally present with full power of substitution and revocation, hereby ratifying and confirming all that my said attorney shall lawfully do or cause to be done by virtue thereof.

IN WITNESS THEREOF, I have hereunto set my hand and seal this ________________

day of ________, 19________.

______________________________ (L.S.)

STATE OF ____________)
:
County of ____________)

The foregoing instrument was acknowledge before me this ________ day of __________,

by ________________________.

______________________________ (L.S.)
Notary Public

Name ____________________ Period ________ Score ______

LAST WILL AND TESTAMENT OF

____

I, ______________________________, a resident of the City of ____________, State of _________________________, declare this to be my last Will and Testament, and revoke all former Wills.

FIRST: I declare that I am a married man. My wife's name is ________________ ___________. I have ________ children, ____________________________________ ____________________, whose names are ________________________________ _____________ ______________________________________.

SECOND: I direct that all my just debts and funeral expenses be paid.

THIRD: I give, devise, and bequeath all real and personal property, wherever situated, to be divided as follows: ____ ____ ____

FOURTH: I appoint my wife, ____________________ as Executor to serve without bond. In the event she is unable or unwilling to serve, I hereby appoint ______________________________ to act as Executor of my Will.

I declare that this Last Will and Testament was subscribed by me, being of sound and disposing mind and memory, on the ____________ day of ______________, 19_____ .

______________________________ (L.S.)

The foregoing instrument, consisting of one page, was subscribed on the date which it bears, by the testator, _________________________, in the presence of us, the undersigned, and we at his request, have subscribed our names as witnesses thereto.

____________________ residing at __________________

____________________ residing at __________________

Dictating/ Transcribing Tryout

Teachers:

This was a unit from the old program that you may want to use if you have tape recorders available.

DICTATING/TRANSCRIBING MACHINES

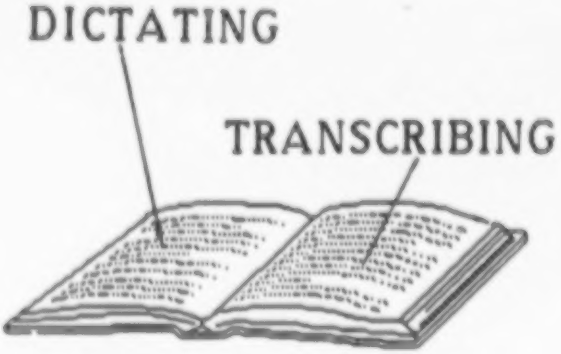
- PUTTING IT ON PAPER -

INTRODUCTION

This unit will give you a chance to explore a machine used in many careers--a DICTATING/TRANSCRIBING MACHINE!!!

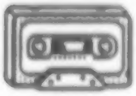
DICTATING means speaking or reading words for another person to transcribe.

TRANSCRIBING means putting symbols and spoken words into print.



In order to keep up with the fast pace of American businesses today, many executives dictate letters, messages, instructions and dozens of other types of information into transcribing machines for someone else to "transcribe"--write or type.

After completing the activities in this unit, you will have a better understanding of how helpful and time efficient dictating/transcribing machines can be in modern offices.



The information you will need for this unit is on the "Dictating/Transcribing Machines" tape. You will need a tape recorder and earphones--or a dictating/transcribing machine, and the tape.

Be sure you have:

- a Dictating/Transcribing Machine (or tape recorder) and headset
- the tape titled "Dictation/Transcribing Machine Unit"
- 3 "DICTATING/TRANSCRIBING MACHINE ACTIVITY SHEETS" (sample Activity Sheets are included in this Booklet)
- a pen or pencil.

JUST A NOTE--A Dictating/Transcribing Machine Quiz is available. Your teacher may choose to have you complete the quiz as well as the 3 ACTIVITY SHEETS.

When you have all your materials ready, start the tape.

GOOD LUCK!

* * *

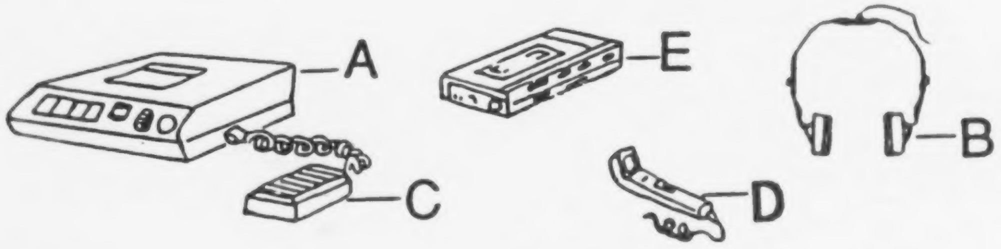
DO NOT WRITE IN THIS BOOKLET!

Name ______________________________ Period __________

Score __________

DICTATING/TRANSCRIBING MACHINES
PUTTING IT ON PAPER
ACTIVITY 1: MACHINE PARTS

Directions: As you listen to the tape on Dictating/Transcribing Machines, answer the questions below.



1. Match the illustrations above with the names below.

________ Recording Microphone

________ Desk-Size Transcribing Unit

________ Earphones

________ Foot Pedal

________ Portable Recording Unit

2. According to the tape, which piece of equipment would someone be likely to carry with him/her when traveling? ____

____

3. What is the biggest advantage a transcribing machine has over a tape recorder?

____

____

WHEN YOU HAVE FINISHED THIS ACTIVITY,
YOU MAY CONTINUE LISTENING TO THE TAPE.

Name ______________________________ Period __________

Score __________

DICTATING/TRANSCRIBING MACHINES
PUTTING IT ON PAPER
ACTIVITY 2: TRANSCRIBING A LETTER

Directions: Listen carefully and fill in the blanks as the letter is dictated on the tape. GOOD LUCK!!!

____________ ______________, ______________

Ms. ____________ Sue Stevens
4_75 Apple ________
Computer __________, UT 8441_

Dear _________ Stevens:

My business and marketing core class is planning a ______________________. In this project, my committee is responsible for making ten advertising ____________, ________ ____ ___________ be used to let other students know __________ ____________ ____________.

My committee _________ __________ _____________ colorful 12/24 inch posters. May we put up one _______ ____________ _____________ on the bulleting board _______ _______________ ______________? We should like to put up these posters ____________ _______________ ________________ Thursday.

Please let us know whether or not ____________ ____________ ________ space on your bulletin board __________ __________________ ________ company by jotting a note at the bottom __________ ____________ _________ and placing it in my core teacher's office mail box.

Sincerely _____________,

____
Advertising Manager

Name ______________________________ Period __________

Score __________

DICTATING/TRANSCRIBING MACHINE
PUTTING IT ON PAPER
ACTIVITY 3: TRANSCRIBING A REPORT

Directions: Listen carefully to the letter dictated on the tape and fill in the blanks as dictated.

GOOD LUCK !

HOW GOOD IS YOUR MEMORY?

What's the longest ___________ you have ________________? Maybe it was a ______ __________ speech, such as Abraham Lincoln's Gettysburg _____________. Or maybe it was a __ ________________ poem. Do you still remember ____________ words to that speech or poem?

In ___________ the average __________________ could ________________ ____________ and remember between ______________ and ____________characters (letters, _ ___________________, or symbols in _____________ memory.

That would ___________ like memorizing the ______________________ of Independence, plus _________ of the Constitution of the ________________ including the _______________ ten amendments (______________ the Bill of Rights), and the _________ amendments since the Bill of Rights. Even then, you _________________ have memorized _________________ about 36,000 _________________ of information.

Of course, ____________________ beings do not _______________ each character as a separate "byte" of information as a computer does. ________________, they memorize __________ combinations of characters, and _________________ sentences.

That ____________ ________________ like a lot _______ information to be ________ to remember. But think ____________ this. It's been ________________ that the _______________ _________________ is able to store about 125 _____________________ characters. How much memory capacity is that?

Let's say ___________ started to count to 125 trillion ________. From now on, you would do _________________ else but _______________ one number every ______________. You would ______________ take time to ____________, or ___________. By the time _________ _________ rolled by, you would ________ counted to about ________ million. But you would ___________ be a very long way __________ your ____________. In fact, it would take ____________ another _____ ______________ ______________________ to finally reach number 125 trillion.

Are you ready? __________, ______________, ______________.

Name ______________________________ Period __________

Score __________

DICTATING/TRANSCRIBING MACHINE

PUTTING IT ON PAPER

QUIZ: DICTATING/TRANSCRIBING MACHINE

Directions: Answer the questions below as completely as you can.

GOOD LUCK !

1. Name 5 parts of a dictating/transcribing machine.

a. ____________________ d. ____________________

b. ____________________ e. ____________________

c. ____________________

2. Name 4 specific jobs where a dictating/transcribing machine might be used.

a. ____________________ c. ____________________

b. ____________________ d. ____________________

3. List 3 reasons why people like using dictating/transcribing machines.

a. ____

b. ____

c. ____

4. Give 2 ways in which YOU might use a dictating/transcribing machine.

a. ____

b. ____

General Clerk Tryout

Name ______________________________ Period ________

CAREER TRYOUT - GENERAL CLERK Score ________

Activity 1

Compiling a Report

The Pioneer Insurance Company employs several agents (salespeople). During the month of October, they each sold the amount of insurance shown below. After reading the information, fill out the sales using the form included.

The column headings tell you what information should be written for each agent.

1. Write the **agent's name** in column 1.
2. Write the **date of the sale** in column 2.
3. Write **how much the policy was** in column 3.
4. Write the **premium** in column 4.
5. Write the **commission rate** in column 5.
6. Figure out the **Amount of the Commission** (column 6) by multiplying the **Premium** (column 4) by the **Commission Rate** (column 5).
7. After filling in the information for all agents, add the numbers in columns (3), (4), and (6) to get a **total** for each column.
8. Write your initials and the date on the two lines at the bottom of the form.

Diane Gard: sold a $10,000.00 policy on October 7. The premium is $250.00 and the commission rate is 30%.

Merle Richardson: sold a $5,000.00 policy on October 21. The premium is $90.00 and the commission rate is 55%.

William Matthews: sold a $2,000.00 policy on October 9. The premium is $65.00 and the commission rate is 20%.

Patrick Wagner: sold an $8,000.00 policy on October 10. The premium is $250.00 and the commission rate is 30%.

Ana Rivas: sold a $6,000.00 policy on October 28. The premium is $190.00 and the commission rate is 30%.

Phillip Behling: sold a $10,000.00 policy on October 2. The premium is $520.00 and the commission rate is 30%.

Frank Conklin: sold a $7,000.00 policy on October 29. The premium is $200.00 and the commission rate is 40%.

PIONEER INSURANCE COMPANY

Sales Report For _________

(1) Name of Agent	(2) Date of Sale	(3) Policy Amount	(4) Premium	(5) Commission	(6)
				(X) Rate	(=) Amount
TOTALS	XXX			XXX	

Prepared by: _______________

Date: _______________

Name ______________________________

Period ________
Score ________

CAREER TRYOUT - GENERAL CLERK

Activity 2

Verifying Invoices

Check the invoices in this project to find out if the numbers are correct. This is done by multiplying the quantity by the unit price to get the total. If you find an error, **cross out the wrong number and write in the correct one**. Be sure that all of the totals are correct. After you have corrected an invoice, **write your initials** near the lower right hand corner of the invoice. Each invoice has at least one error.

INVOICE NO. 1

INVOICE

McCHESNEY SUPPLIES AND EQUIPMENT
5678 MONOMA DRIVE
MONOMA, WI 53716

DATE: 3/18/
INVOICE NO.: 36034
CUST. ORDER NO.: 29856
SHIPPED VIA: UPS

SOLD TO: Pioneer Insurance Company
Madison, Wisconsin 53701

QUANTITY	DESCRIPTION	CATALOG NO.	UNIT PRICE	TOTAL
6 Cartons	Printers Ink	P-169	$18.00	$108.00
100 Reems	Lined Paper	G-071	2.20	222.00
50 Boxes	Rubber Bands	G-161	.50	2.50
9 Boxes	Typewriter Ribbons	T-060	4.00	36.00
				$368.50

INVOICE 2

TROPIC-AIR POOL DISTRIBUTORS

814 Walker Street
Augusta, GA 30902-7935
(912) 454-2880

Invoice

Pioneer Insurance Company
234 Walker Lane
Madison, Wisconsin 53701

Terms

Date 3/19/--

Our Order No. 9287

Cust. Order No. 351

Shipped Via Truck

Quantity	Description	Unit Price	Total
15	Sales Trophies	$16.00	$240.00
19	Award Certificates, Framed	7.95	151.05
120	Award Certificates	3.10	372.00
11	Contest Plaques	9.85	108.35
			$872.50

INVOICE 3

Futura Computer Systems

42 Cannon Drive • Santa Barbara, CA 93105-2233 • (805) 925-1125

PURCHASE ORDER

Pioneer Insurance Company
234 Walker Lane
Madison, Wisconsin 53701

Purchase Order No.: 14692

Date: 3/17/--

Terms:

Shipped Via: UPS

Quantity	Description/Stock Number	Price		Per	Total	
600 reams	Stock No. 6483-Blue	$3	80		$220.	00
190 reams	Stock No. 6942-White	4	10		797.	00
220 cartons	Stock No. 7001-Yellow	6	80		149.	00
					$1166.	00

Family Income and Expense Record Tryout

Name ____________________ Period _____

Score _____

CAREER TRYOUT - FAMILY INCOME AND EXPENSE RECORD

Equipment: Electronic calculator
Pen and ruler

When you complete the spreadsheet unit on the computer, you will make your own personal budget. Families also budget their money. In this activity you will assume that this is your family budget.

Directions:

1. Read each item and follow the directions below using the attached form called "Income and Expense Record":

    a. In the space at the top of the form, write your family's last name in the blank provided.

    b. On the line for Feb. 1, write the balance of cash on hand as of February 1, ($690.00) in the receipts column.

    c. The following are activities that your family completed during February.

    Hint: Some items are not labeled the same as the column. Think which column they should go in. The Feb. 2 entries are done for you.

Feb. 13	**Income**: Steve, $662.50. **Payments**: food, $68; clothes, $185; car expenses (transportation), $210; dental expenses (health & personal), $63; movie tickets (rec. & education), $16; church contributions, $25.
Feb. 15	**Income**: Kari, $625. **Payment:** Car, $325.
Feb. 16	**Payments:** Mortgage (household), $450.

Feb. 18 **Payments**: food, $79; electric and telephone bills (household), $80; gas, $17; United Way contribution, $15.

Feb. 22 **Payments**: stereo tape, $8; doctor bill, $35; medicine, $10; (both doctor bill and medicine belong in the Health and Personal column--add them together); children's allowance, $24; shoes, $36; college contribution, $20.

Feb. 28 **Income**: Steve, $662.50; Kari, $625. **Payments**: food, $70; gas $15; school supplies, $10; sports equipment, $19; birthday present for grandma, $13.

2. Beginning with the line for Feb. 13, add all expenses and write your answers in the payments column.
3. Repeat step 2 for Feb. 15, 16, 18, 22, 28.
4. Add all the numbers in the **Receipts** column. Write your answer in the Receipts column on the line that says Totals.
5. Add all the numbers in the **Payments** column. Write your answer in the Payments column on the line that says Totals.
6. Subtract the total of the **Payments** column from the total of the **Receipts** column to find out how much money you have left. Write this number on the line given for Balance.

Name ______________________

Period ______

Score ______

THE ____________ FAMILY

Income and Expense Record

DATE		EXPLANATION	TOTALS		EXPENSES							
			Receipts	Payments	Savings	Food	Clothing	Household	Trans-portation	Health & Personal	Recreation & Education	Gifts & Contributions
		Budget		2575 00	235 00	400 00	325 00	540 00	475 00	150 00	325 00	125 00
Feb.	1	Balance										
	2			425 00	235 00	87 00	25 00	12 00	25 00	21 00		20 00
	13	Steve's Salary	662 50							63 00		
	15	Kari's Salary	625 00									
	16							450 00				
	18											
	22									45 00		
	28	Steve & Kari's Salaries									29 00	
	28	TOTALS										
		Balance $______										

Checks and Statements Tryout

Name ______________________________ Period ________

Score ________

CAREER TRYOUT
WRITING CHECKS AND RECONCILING BANK STATEMENTS

Equipment: Calculator
Pen

PART 1

When you get your first job, you will probably want to open a checking account. There is a right way and a wrong way to write out a check. Look at the example below and then try writing out your own check for $25.50 to The Gap for a pair of jeans. Use the current date.

Use a pen, and fill out the check stub first, then the check.

$ 38.50
Sept. 1 19 91
TO The Gap
FOR jeans

	DOLLARS	CENTS
BAL FOR'D	100	25
DEPOSITS		
TOTAL	100	25
THIS CHECK	38	50
OTHER DEDUCTIONS		
BAL FOR'D	61	75

86-171/1031

September 1 19 91

PAY TO THE ORDER OF The Gap $ 38 50/100

Thirty-eight and 50/100 ____________ DOLLARS

FOR CLASSROOM USE ONLY

Second National Bank
Norman, Oklahoma

FOR jeans John Doe

.:103101762.: 101...16487214'"

$______
__________ 19_____
TO______________
FOR______________

	DOLLARS	CENTS
BAL FOR'D	100	25
DEPOSITS		
TOTAL		
THIS CHECK		
OTHER DEDUCTIONS		
BAL FOR'D		

86-171/1031

____________19_____

PAY TO THE ORDER OF ______________________________ $__________

______________________________ DOLLARS

FOR CLASSROOM USE ONLY

Second National Bank
Norman, Oklahoma

FOR__________________ ____________________

.:103101762.: 101...16487214'"

Now that you have filled out your own check and the check stub, check off each item you remembered to do:

____ Entered check amount on check stub.

____ Entered current date.

____ By "To" wrote "The Gap."

____ By "For" wrote "jeans."

____ By "This Check" $25.50

____ By "Bal For'd" $74.75 (You get this amount by subtracting your check amount from the Bal For'd)

____ Wrote the date on your check.

____ Wrote "The Gap" on the line "Pay to the Order Of"

____ Wrote the check amount in figures. (25.50)

____ Wrote the check amount in words with a line to fill in blank space. (Twenty Five and 50/100)

____ Wrote the purpose of check. (jeans)

____ Signed your name (signature) in ink.

Did you get them all right? If not, make any corrections needed so your check matches the example.

PART 2

Now that you know how to write out a check and fill in a check stub, let's assume you just opened your first checking account. On the next page are four checks and check stubs. Fill out the check stubs and write checks for the following transactions. Because this is your account, you decide to whom you wrote the check and for what item. The amounts are already listed. Use the current date.

a. Pay $9.38 for __________ purchased from __________________________
b. Pay $5.25 for __________ purchased from __________________________
c. Pay $41.83 for __________ purchased from __________________________
d. Pay $10.99 for __________ purchased from __________________________

Make sure you follow every step from the check list. What is your final balance?

1

$______

______ 19_____

TO______________

FOR______________

	DOLLARS	CENTS
BAL FOR'D	100	00
DEPOSITS		
TOTAL		
THIS CHECK		
OTHER DEDUCTIONS		
BAL FOR'D		

86-171/1031

____________ 19_____

PAY TO THE ORDER OF______________________________ $__________

____ DOLLARS

FOR CLASSROOM USE ONLY

Second National Bank
Norman, Oklahoma

FOR__________________ ____________________

.:103101762.: 101...16487214'"

2

$______

______ 19_____

TO______________

FOR______________

	DOLLARS	CENTS
BAL FOR'D	90	62
DEPOSITS		
TOTAL		
THIS CHECK		
OTHER DEDUCTIONS		
BAL FOR'D		

86-171/1031

____________ 19_____

PAY TO THE ORDER OF______________________________ $__________

____ DOLLARS

FOR CLASSROOM USE ONLY

Second National Bank
Norman, Oklahoma

FOR__________________ ____________________

.:103101762.: 101...16487214'"

3

$______

______ 19_____

TO______________

FOR______________

	DOLLARS	CENTS
BAL FOR'D		
DEPOSITS		
TOTAL		
THIS CHECK		
OTHER DEDUCTIONS		
BAL FOR'D	43	54

86-171/1031

____________ 19_____

PAY TO THE ORDER OF______________________________ $__________

____ DOLLARS

FOR CLASSROOM USE ONLY

Second National Bank
Norman, Oklahoma

FOR__________________ ____________________

.:103101762.: 101...16487214'"

4

$______

______ 19_____

TO______________

FOR______________

	DOLLARS	CENTS
BAL FOR'D		
DEPOSITS		
TOTAL		
THIS CHECK		
OTHER DEDUCTIONS		
BAL FOR'D		

86-171/1031

____________ 19_____

PAY TO THE ORDER OF______________________________ $__________

____ DOLLARS

FOR CLASSROOM USE ONLY

Second National Bank
Norman, Oklahoma

FOR__________________ ____________________

.:103101762.: 101...16487214'"

PART 3

You have learned about keeping a record of your account on check stubs or a register. The bank also sends you a record of your checks and deposits as they clear the bank. Every time you get a bank statement in the mail you should reconcile your bank statement which means checking to make sure your check stub record agrees with the bank record. This is the way it is done. Using the form below, follow these steps to reconcile your bank statement and checkbook.

Bank side of statement:
(Left side of form)

- a. Record balance shown on bank statement ($56.05)
- b. Add any deposits not listed on statement (none)
- c. Total
- d. Subtract checks issued but not on statement (outstanding checks) (none)
- e. Total
- f. Balance

You can easily balance your checkbook by following this procedure.

Fill in below amounts from your checkbook and bank statement.

Balance shown on bank statement $ ______

Add deposits not on statement $ ______
______
______
______

Total $ ______

Subtract checks issued but not on statement
$ ______
______
______
______
______
______
______
______
______
______
______
______

Total $ 56.05

Balance ______

Balance shown in your checkbook $ ______

Add any deposits not already entered in checkbook $ ______
______
______
______

Total $ ______

Subtract service charges and other bank charges not in checkbook
$ ______
______
______
______

Total $ ______

Balance ______

Checkbook side of your statement:
(Right side of form)

- a. Final balance shown in your checkbook
- b. Add any deposits not already entered in checkbook ($25.00)
- c. Total
- d. Subtract service charge from the bank ($1.50)
- e. Total
- f. Balance (dollar amounts should be same on both sides.)

Cashiering

CASHIERING

-THE CHANGE MAKER-

INTRODUCTION

In today's modern world of business and finance, we find many jobs that used to be done by people being done by computers and automated machines.

Often we take these machines for granted and trust that the computer is right and assume no responsibility for our transactions.

In many businesses, automated tellers and computers figure the amount of your purchase, the tax, and the change you should receive. Some machines are even programmed to give back the change so the cashier doesn't even touch the money.

In many ways, counting change may seem to be from the "dinosaur days." BUT...no matter how automated we get, you must understand and TAKE RESPONSIBILITY for your financial transactions. By now you have had some purchasing experience handling your own money, paying for a product, and receiving change.

How angry would you get if someone "cheated" you out of your money by giving you incorrect change? If you want to make sure you are not "cheated," you must understand the process of making change and be so good at it you can anticipate the required change before the cashier or computer can go through the process.

✓

When you are handed your change, you should KNOW it is the right amount!

Do not trust anyone or anything to DO YOUR THINKING FOR YOU!

Also, no matter how automated we get, we will all have to make change with individuals--person to person--whether in a business, a yard sale, or a personal debt. There are many small businesses, stores, cafeterias, fast-food counters, and self-employed people who still depend on cashiering skills. **YOU may be hired as one of these** in the near future.

Would Mr. Smith's corner grocery store be able to hire you to be the cashier? Could you work as a cashier at "Harry's Hamburger Haven?" After this unit the answer should be **YES!**

☞

Whether you are purchasing or selling, **ACCURATE MONEY HANDLING** is very important.

Name ______________________ Period __________
Score __________

CASHIERING

-CHANGE MAKING-

ACTIVITY 1: HANDLING CHANGE

Part 1 Two or three people could be used in this activity. Using the play money provided, one person should be **the cashier**, one person should be **the customer**, and if possible, the third person could be the **trainer**. Trade roles half way through.

The **customer** hands the amount of money (as indicated by the activity sheet, i. e. $1 is one dollar), and asks for certain coins in return (in the case of $1, asks for nickels). The **cashier** figures the number of coins and gives the change to the customer. (If no trainer is available, the cashier should also write the correct amounts on the activity sheet in the spaces provided.) The **trainer** records the correct number of coins and paper money on the activity sheet.

1. One dollar ($1) = ☐ nickels
2. Seventy-five cents ($.75) = ☐ quarters
3. Five dollars ($5) = ☐ half-dollars
4. Two dollars ($2) = ☐ dimes
5. One quarter ($.25) = ☐ pennies
6. One dollar ($1) = ☐ quarters
7. Five dollars ($5) = ☐ dimes

?

Do your coins agree?

NOW DO PART 2.

Name ______________________________ Period _____

Score _____

Activity 1
Activity Sheet

Part II

Let's see if you know how to give change back using the fewest coins and bills possible. Below is a chart showing different amounts of money. What coins and bills would you use to equal the amount listed in each column?

For Example: If the change amount was $56.92, you would fill in the boxes as shown on the chart.

Now fill in the ten change transactions on the chart below.

Amount of Change	1¢	5¢	10¢	25¢	$1	$5	$10	$20
$56.92	2	1	1	3	1	1	1	2
1. $33.27								
2. $2.05								
3. $95.15								
4. $26.25								
5. $35.56								
6. $14.89								
7. $4.12								
8. $13.31								
9. $105.30								
10. $89.95								

CASHIERING

-CHANGE MAKING-

ACTIVITY 2: THE COUNTING METHOD

Two or three people could participate in this activity, but it may be done alone if necessary. Play money is needed. All participating should switch roles after each transaction.

The roles to be played are **cashier**, **customer**, and **trainer**. The customer gives money to the cashier, the cashier counts back change, and the trainer records the correct number of coins and paper money on the activity sheet.

The cashier should use the **counting method** when giving the change.

1. Start counting the amount of the purchase.
2. Count upward, giving AS FEW PIECES OF MONEY as possible to the amount received.

Example: **A customer buys a shirt for $14.90. He gives you (the cashier) $20.00.**

The cashier would count back the change in this way:

> **Cashier: "Your shirt was $14.90"...**
> **Then give the customer a dime and say "$15.00."**
> **Then give the customer a $5.00 bill and say, "$20.00".**

● **The customer should have received $5.10 in change, and everyone should be happy.**

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NAME___________________________________ PERIOD _____

SCORE _____

ACTIVITY 2: THE COUNTING METHOD

(Continued)

Below is a chart listing the amount the customer spent and the bills he/she gave you to pay for his/her items.

Starting with pennies, record the coins and bills needed to make the correct change.

For each of the following transactions, figure the amount of change to be given and fill in the chart below. The first one is done for you.

Amount Received	Amount of Purchase	Number of Specific Coins Given							
		1¢	5¢	10¢	25¢	$1	$5	$10	$20
$20.00	$13.76	4		2		1	1		
1. $10.00	$4.37								
2. $10.00	$3.19								
3. $5.00	$1.46								
4. $10.00	$7.03								
5. $25.00	$22.21								
6. $20.00	$19.06								
7. $8.00	$7.16								
8. $1.00	$.36								
9. $60.00	$52.58								
10.$40.00	$29.44								

-THE CHANGE MAKER-

ACTIVITY 3: CASHIERING IN ACTION

Three people should participate in this activity. A **pencil, Cashiering Activity #3 Sheet** and the **transaction cards** (which can be found at the end of this booklet) are needed.

The roles to be played in this simulation are: **cashier**, **customer**, and **trainer-listener**. Switch roles after each transaction. The trainer-listener should be filling in the activity sheet as the cashier and customer conduct the business.

TO BEGIN:

1. A customer should find transaction card #1, come to the cashier, and read aloud the name of the business and the purchase.

   The customer then hands the transaction card to the cashier.

2. The cashier reads aloud the information at the bottom of the card.

3. The trainer-listener writes the money received ($3.00) and the total amount ($2.46) on the change sheet and fills in the proper change the cashier should give the customer.

4. The cashier then counts aloud and gives the customer the change. If the amount of the change received is correct, the customer responds by saying "Thank you." If the amount of the change is not correct, the customer should tell the cashier.

5. If the cashier's change is not correct and the customer accepts it, the trainer-listener interrupts and indicates the correct change.

ROTATION: Rotation should continue until everyone has had several opportunities to play customer and cashier and the activity sheet is filled in.

NAME ______________________ PERIOD ________

SCORE ________

-CHANGE MAKING-

ACTIVITY 3: CASHIERING IN ACTION

(Continued)

1. Using the transaction cards (found on the following pages or in your cash box), record the amount received and the amount of purchase on the chart below.

2. Record the coins and bills needed to make the correct change.

HINT: Remember to give the fewest number of coins possible. Example: Never give 5 dimes, give 2 quarters instead. Give 1 five dollar bill instead of 5 one dollar bills.

Amount Received	Amount of Purchase	Number of Specific Coins and Bills Given							
		1¢	5¢	10¢	25¢	$1	$5	$10	$20
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

Note to Instructor: Please print the Transaction Cards on colored paper or card stock.

CASHIERING--CHANGE MAKING Transaction Card No. 1

At McDonalds:

"I want a Big Mac and a Coke."

* * * * * * * * * * * * * * * * *

The total is . . . .$2.46 out of $3.00

CASHIERING--CHANGE MAKING Transaction Card No. 2

At Fred Meyer:

"I want 2 Magic Market pens."

* * * * * * * * * * * * * * * * *

The total is . . . .$1.29 out of $2.00

CASHIERING--CHANGE MAKING Transaction Card No. 3

At Z.C.M.I.:

"I need this T Shirt."

* * * * * * * * * * * * * * * * *

The total is . . . . $6.85 out of $10.00

CASHIERING--CHANGE MAKING Transaction Card No. 4

At Smith's Food Store:

"My mom wants this bag of sugar."

* * * * * * * * * * * * * * * * *

The total is . . . . $7.98 out of $10.00

CASHIERING--CHANGE MAKING Transaction Card No. 5

At Skateboards Unlimited:

"I'd like to buy this skateboard."

* * * * * * * * * * * * * * * * *

The total is . . . .$27.55 out of $30.00

CASHIERING--CHANGE MAKING Transaction Card No. 6

At Ernst:

"My dad needs this extension cord."

* * * * * * * * * * * * * * * * *

The total is . . . .$12.67 out of $15.00

CASHIERING--CHANGE MAKING Transaction Card No. 7

At Showtime Video:

"I want to rent these movies."

* * * * * * * * * * * * * * * * *

The total is . . . . $3.10 out of $10.00

CASHIERING--CHANGE MAKING Transaction Card No. 8

At Burger King:

"I'd like a large Coke."

* * * * * * * * * * * * * * * * *

The total is . . . .$1.11 out of $2.00

CASHIERING--CHANGE MAKING Transaction Card No. 9

At the Post Office:

"I want to mail this package to my brother in England."

* * * * * * * * * * * * * * * * *

The total is . . . . $6.71 out of $20.00

CASHIERING--CHANGE MAKING Transaction Card No. 10

At the Library:

"I like to pay the fine on this late book."

* * * * * * * * * * * * * * * * *

The total is . . . .$ .71 out of $1.00

CASHIERING--CHANGE MAKING Transaction Card No. 11

At the Snack Bar:

"I'd like a package of Twinkies and a package of Smarties."

* * * * * * * * * * * * * * * * *

The total is . . . .$ .85 out of $5.00

CASHIERING--CHANGE MAKING Transaction Card No. 12

At the Book Store:

"I need this notebook."

* * * * * * * * * * * * * * * * *

The total is . . . .$1.15 out of $2.00

CASHIERING--CHANGE MAKING Transaction Card No. 13

At Osco Drug:

"I'd like this card for my mom's birthday."

* * * * * * * * * * * * * * * * *

The total is . . . . $1.29 out of $10.00

CASHIERING--CHANGE MAKING Transaction Card No. 14

At J.C. Penney's:

"I'd like to buy this belt."

* * * * * * * * * * * * * * * * *

The total is . . . . $7.59 out of $20.00

CASHIERING--CHANGE MAKING Transaction Card No. 15

At the Copper Rivet:

"I'd like to buy these jeans."

* * * * * * * * * * * * * * * * *

The total is . . . .$15.83 out of $20.00

CASHIERING--CHANGE MAKING Transaction Card No. 16

At Albertsons:

"I'd like to buy these goodies for my party."

* * * * * * * * * * * * * * * * *

The total is . . . .$12.49 out of $15.00

CASHIERING--CHANGE MAKING Transaction Card No. 17

At Taco Bell:

"I'd like a Taco and a Root Beer."

* * * * * * * * * * * * * * * * *

The total is . . . .$1.86 out of $2.00

CASHIERING--CHANGE MAKING Transaction Card No. 18

At Mervyns:

"I'll take these shoes."

* * * * * * * * * * * * * * * * *

The total is . . . .$21.95 out of $30.00

CASHIERING--CHANGE MAKING Transaction Card No. 19

At Tape Head:

"I'd like this cassette."

* * * * * * * * * * * * * * * * *

The total is . . . . $7.95 out of $10.00

CASHIERING--CHANGE MAKING Transaction Card No. 20

At The Keyhole:

"I'd like this poster."

* * * * * * * * * * * * * * * * *

The total is . . . .$2.67 out of $5.00

CASHIERING

-PAYROLL CLERK-

ACTIVITY 4

In a short time, you are going to be an employee of "The Company." One of the positions you might interview for is Payroll Clerk. The responsibilities of a payroll clerk are to figure the hours a person works and multiply it by their hourly rate.

Directions:

Take the hourly rate and multiply it by the number of hours. Example: If you make $3 per hour and work 15 hours this week, you would earn $45. That's easy enough, but do you get to take home the full $45? No, that is called your "GROSS PAY," (The money you have made before any deductions such as social security, taxes, insurance, etc., have been taken out.) So the second step in this activity is to find the "NET PAY." This is how much you have to spend. To keep it simple, the deductions have been figured for you. Subtract the deductions to get the net pay. Instead of $45, you would earn $35 for this week's work.

Name ____________________________ Period _____

Score _____

ACTIVITY 4
- PAYROLL CLERK -

1. Fill in the employee names with any names you would like.
2. Add up the hours worked for each employee for the week.
3. Figure Gross Pay by multiplying the total hours worked by the Hourly Rate.
4. Find the net pay by subtracting the deductions from the gross pay.

YOU MAY USE A CALCULATOR ON THIS ONE.

BONUS KASH LTD. Week Ending____________________
(Use the date you work in this activity)

Employee	M	T	W	Th	F	Total Hours	Hourly Rate	Gross Pay	Deduc- tions	Net Pay
1.	2	3	1	4	5	15	X 3.00	=45.00	-10.00	=$35.00
2.	3	5	4	4	4		4.00		11.00	
3.	5	1	6	3	2		5.00		12.00	
4.	1	2	3	5	5		3.00		8.00	
5.	5	5	5	5	5		3.00		13.00	
6.	4	5	6	8	3		2.00		6.00	

Name ______________________________ Period ____

Score _____

CASHIERING

-Bank Teller-

Activity 5

Your last activity as a cashier is doing the job of a bank teller. Take out $587.14 from your cash box in the following coins and bills:

Bills: 26 - $20; 4 - $10; 3 - $5; 9 - $1;
Coins: 9 - pennies; 3 - nickels; 4 - dimes; 10 - quarters

This is the amount of money you have in your cash tray for today's business transactions. Listed below are the 7 checks which will be presented to you today to be cashed.

If you complete this last activity correctly, **you will not have any money left after cashing the last check**. If you use the wrong bills, your amounts won't work out. Remember to use the largest bills and coins possible to make the transactions. Bank tellers have to balance out their drawers every day at the end of the day and must be able to account for every penny. So, fill out the transaction sheet as you go. That way, if you do make a mistake, you will be able to figure out where and correct the error. Use the "counting method." GOOD LUCK!

TRANSACTION SHEET

		Coins				Dollars			
Check #	**Amount**	**1¢**	**5¢**	**10¢**	**25¢**	**$1**	**$5**	**$10**	**$20**
1.	$74.99								
2.	$90.00								
3.	$83.90								
4.	$82.66								
5.	$95.09								
6.	$75.00								
7.	$85.50								

Name ______________________________

Period ______
Score ______

CASHIERING
FIGURING SALES TAX
ACTIVITY 6

As a checker at Casper's Market, you are responsible to read grocery prices and add tax to the orders. To add sales tax, use the STATE OF UTAH TAX CHART in the cashiering booklet.

Example: Customer Purchase

1. Figure the tax as follows:
   *$12.75 is between 12.70 and 12.89 on the tax chart, so the tax amount is **.64**.*
2. Write in the tax amount.
3. Add the customer purchase to the tax amount to find the total sales.
   (The amount the customer **owes**.)
4. Using the counting method, record the coins and bills needed to equal the change you should give the customer.

(YOU MAY USE A CALCULATOR ON THIS ACTIVITY)

THE FIRST ONE IS DONE FOR YOU.

	Customer Purchases	+	Tax	=	Total Sales	Amount Received	Change	1¢	5¢	10¢	25¢	$1	$5	$10	$20
	12.75	+	.64	=	13.39	15.00	1.61	1		1	2	1			
1	18.70					20.00									
2	20.41					25.00									
3	9.22					10.00									
4	14.34					20.00									
5	2.99					3.25									
6	12.19					15.00									
7	3.33					5.00									
8	5.00					5.25									
9	10.55					12.05									
10	6.03					6.50									
11	15.75					20.00									
12	1.75					2.00									
13	7.50					10.50									
14	16.10					17.00									

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STATE OF UTAH

COMBINED SALES AND USE TAX SCHEDULE
5% RATE EFFECTIVE JULY 1, 1975

$ .01 - $5.09	$ 5.10 - $10.29	$10.30 - $15.49	$15.50 - $20.69
.01 - .09 = .00	5.10 - 5.29 = .26	10.30 - 10.49 = .52	15.50 - 15.69 = .78
.10 - .29 = .01	5.30 - 5.49 = .27	10.50 - 10.69 = .53	15.70 - 15.89 = .79
.30 - .49 = .02	5.50 - 5.69 = .28	10.70 - 10.89 = .54	15.90 - 16.09 = .80
.50 - .69 = .03	5.70 - 5.89 = .29	10.90 - 11.09 = .55	16.10 - 16.29 = .81
.70 - .89 = .04	5.90 - 6.09 = .30	11.10 - 11.29 = .56	16.30 - 16.49 = .82
.90 - 1.09 = .05	6.10 - 6.29 = .31	11.30 - 11.49 = .57	16.50 - 16.69 = .83
1.10 - 1.29 = .06	6.30 - 6.49 = .32	11.50 - 11.69 = .58	16.70 - 16.89 = .84
1.30 - 1.49 = .07	6.50 - 6.69 = .33	11.70 - 11.89 = .59	16.90 - 17.09 = .85
1.50 - 1.69 = .08	6.70 - 6.89 = .34	11.90 - 12.09 = .60	17.10 - 17.29 = .86
1.70 - 1.89 = .09	6.90 - 7.09 = .35	12.10 - 12.29 = .61	17.30 - 17.49 = .87
1.90 - 2.09 = .10	7.10 - 7.29 = .36	12.30 - 12.49 = .62	17.50 - 17.69 = .88
2.10 - 2.29 = .11	7.30 - 7.49 = .37	12.50 - 12.69 = .63	17.70 - 17.89 = .89
2.30 - 2.49 = .12	7.50 - 7.69 = .38	12.70 - 12.89 = .64	17.90 - 18.09 = .90
2.50 - 2.69 = .13	7.70 - 7.89 = .39	12.90 - 13.09 = .65	18.10 - 18.29 = .91
2.70 - 2.89 = .14	7.90 - 8.09 = .40	13.10 - 13.29 = .66	18.30 - 18.49 = .92
2.90 - 3.09 = .15	8.10 - 8.29 = .41	13.30 - 13.49 = .67	18.50 - 18.69 = .93
3.10 - 3.29 = .16	8.30 - 8.49 = .42	13.50 - 13.69 = .68	18.70 - 18.89 = .94
3.30 - 3.49 = .17	8.50 - 8.69 = .43	13.70 - 13.89 = .69	18.90 - 19.09 = .95
3.50 - 3.69 = .18	8.70 - 8.89 = .44	13.90 - 14.09 = .70	19.10 - 19.29 = .96
3.70 - 3.89 = .19	8.90 - 9.09 = .45	14.10 - 14.29 = .71	19.30 - 19.49 = .97
3.90 - 4.09 = .20	9.10 - 9.29 = .46	14.30 - 14.49 = .72	19.50 - 19.69 = .98
4.10 - 4.29 = .21	9.30 - 9.49 = .47	14.50 - 14.69 = .73	19.70 - 19.89 = .99
4.30 - 4.49 = .22	9.50 - 9.69 = .48	14.70 - 14.89 = .74	19.90 - 20.09 = 1.00
4.50 - 4.69 = .23	9.70 - 9.89 = .49	14.90 - 15.09 = .75	20.10 - 20.29 = 1.01
4.70 - 4.89 = .24	9.90 - 10.09 = .50	15.10 - 15.29 = .76	20.30 - 20.49 = 1.02
4.90 - 5.09 = .25	10.10 - 10.29 = .51	15.30 - 15.49 = .77	20.50 - 20.69 = 1.03

Programming

PROGRAMMING
-SOLVING THE PROBLEMS!-

INTRODUCTION

Can a computer think for itself? Of course it can't! A computer is just a machine. If you wanted to play a computer game, use a computer to write a school paper, or draw a product advertisement using a computer first you would have to have a set of instructions.

Without instructions the computer is as useless as a bus without a driver.

By the time you are finished with this unit, you will have a better understanding of how computer programs work and perhaps be able to write some simple programs of your own--programs that are both useful and fun!

ACTIVITY 1: COMPUTER LANGUAGES

This unit has two activities which need to be completed BEFORE you begin working at the computer! The answers you need for these activities can be found in the material that follows.

☞ Be sure to answer the questions on the ACTIVITY 1: COMPUTER LANGUAGES as you read this part of the unit.

You can buy instructions for the computer in the form of computer software or you can create your own instructions.

Creating your own instructions for the computer is called writing a computer program, or *PROGRAMMING*. Programming can be very exciting because a you begin to learn to write instructions for a computer, you will enjoy being in controlof the computer --YOU become the master!

Computer instructions are not spoken to the computer. Instead, the instructions are typed on the keyboard. The computer then translates what you typed into electrical impulses that represent 0's and 1"s.

BINARY	Electrical impulses are the only codes the computers can understand. This electrical impulse code is called the BINARY NUMBER SYSTEM.
0 = OFF 1 = ON	The "bi" in binary means "two".

✓

The word BINARY means based on two numbers.

The 0 in this code means "OFF."

The 1 represents "ON."

To translate your typed instructions, the computer needs a *LANGUAGE PROCESSOR* that is either built into the computer or loaded into the computer from a disk. The language processor acts like a human interpreter. It does the translating.

Instructing a computer is done with a *COMPUTER LANGUAGE*. A computer language is a set of words, symbols, and commands that a computer can "understand." When you study computer language, you learn words and rules of grammar called syntax rules that a computer can understand.

Today, most instructions are given to computers with a *HIGH-LEVEL LANGUAGE*. A high-level language is one that uses English words. Many computer language words are English words that have special meanings.

Some of the common high-level languages currently being used to communicate with computers include *FORTRAN* (FORmula TRANslator), *PASCAL* (named after Blaise Pascal), *COBOL* (COmmon Business Oriented Language), *APL* (A Programming Language), *BASIC* and many others.

You might be surprised to learn that the world's first programmer was a woman named Ada Augusta. If you are interested, you could find out more about her from your teacher.

Learning to write programs is not difficult. It does take time and patience to learn to write really good programs. One other thing is also needed. Like learning to play the guitar, cooking a gourmet meal, or hitting under par, it takes practice.

If you feel ready, go ahead and get started!

Complete Activity 1: Computer Language and hand in to your teacher for KASH before you begin Activity 2.

Name ______________________________

Period__________

Score__________

PROGRAMMING
-SOLVING THE PROBLEMS!-

ACTIVITY 1: COMPUTER LANGUAGES

DIRECTIONS: Match the definitions on the right with the correct words on the left. GOOD LUCK!

____ 1. a program

____ 2. Ada Augusta

____ 3. language processors

____ 4. computer language

____ 5. high-level language

____ 6. COBOL

____ 7. Binary Number System

____ 8. APL

____ 9. software

____10. FORTRAN

A. a FORmula TRANslator

B. a COmmon Business Oriented Language

C. a set of words, symbols, and commands a computer can "understand"

D. a language that uses English words

E. a set of instructions for the computer

F. a coding system which uses 0's and 1's

G. the world's first programmer

H. A Programming Language

I. instructions for the computer that you can buy rather than create yourself.

J. acts like a human interpreter

BINARY NUMBER CODE TABLE

A	01000001	J	01001010	S	01010011
B	01000010	K	01001011	T	01010100
C	01000011	L	01001100	U	01010101
D	01000100	M	01001101	V	01010110
E	01000101	N	01001110	W	01010111
F	01000110	O	01001111	X	01011000
G	01000111	P	01010000	Y	01011001
H	01001000	Q	01010001	Z	01011010
I	01001001	R	01010010		

DIRECTIONS: Use the binary code table to decode the following nine computer terms.

01000010 = ____
01000001 = ____
01010011 = ____
01001001 = ____
01000011 = ____

01010000 = ____
01001001 = ____
01011000 = ____
01000101 = ____
01001100 = ____

01001101 = ____
01001111 = ____
01010101 = ____
01010011 = ____
01000101 = ____

01000111 = ____
01010010 = ____
01000001 = ____
01010000 = ____
01001000 = ____
01001001 = ____
01000011 = ____
01010011 = ____

01010110 = ____
01001100 = ____
01001001 = ____
01001110 = ____

01000011 = ____
01000001 = ____
01000100 = ____

01000110 = ____
01001100 = ____
01001111 = ____
01010000 = ____
01010000 = ____
01011001 = ____

01001000 = ____
01001100 = ____
01001001 = ____
01001110 = ____

01000011 = ____
01001111 = ____
01001100 = ____
01001111 = ____
01010010 = ____

Aren't you glad that most computers have LANGUAGE PROCESSORS built into them to translate for you?!

PROGRAMMING

- SOLVING THE PROBLEMS!-

ACTIVITY 2: INTRODUCING "BASIC"

You will need to answer the questions on the ACTIVITY 2: INTRODUCING BASIC worksheet in this part of the unit.

Part 1 - What is *BASIC*?

The high-level programming language you will use in this unit is called:

BASIC (Beginners' All-purpose Symbolic Instruction Code).

As the name indicates, *BASIC* is a programming language for beginners. It is also one of the most popular of all programming languages for microcomputers.

BASIC is a popular computer language because it is easy to read and understand. Familiar words like PRINT, RUN, HOME, NEW, LET and END take on different meanings in this language. Notice the NEW MEANINGS for the list of *BASIC* commands below:

FILES	-	**Displays the names of files on disk on the monitor.**
END	-	**Tells the computer to stop performing the program.**
CLS	-	**Tells the computer to clear all the words from the screen and moves the cursor to the upper left corner.**

IF/THEN - tells the computer to check input statements and then act accordingly

INPUT - tells the computer that a response is required; input will be accepted and a value will be assigned

LET - tells the computer to assign a value to a variable (in other words, tells what variable names stand for)

LIST - tells the computer to print the program lines on the monitor

LOAD - tells the computer to move a copy of a program from the disk into the computer memory

NEW - tells the computer to erase the program from the computer's memory

OUTPUT - the results of running a computer program. The output may appear on a monitor or be printed on a printer.

PRINT - tells the computer to print all the characters between the two quotation marks on the monitor

REM - tells the computer to put a REMARK statement into the program without changing the way the program runs

RUN - tells the computer to perform the program now in the computer memory

SAVE - tells the computer to move a copy of program from the computer to the disk

Part 2 - "BASIC" Programming Tips

It's almost time to begin working at the computer; but first, you MUST read and try to understand the following programming tips:

1. A PROGRAM is a set of instructions that tells the computer what to do. It can consist of only one or two instructions or it can contain hundreds or even thousands of instructions.

2. Each instruction is called a PROGRAM STATEMENT. When programming, every step must be included. Remember, the computer can do only what it is told to do; and if any part of the instructions is left out, the computer won't understand.

3. After you type a program statement, you must press the RETURN key to send the instruction into the computer memory.

4. In BASIC, each statement is given a LINE NUMBER, such as 10, 20, 30, and so on. Generally speaking, a computer carries out BASIC program statements in numerical order, beginning with the lowest number and moving to the highest number.

✓

Special Note - on a computer's monitor a zero will appear with a slash through it. DO NOT try to type the letter O when you actually want the number 0!

5. If the computer does not understand something, it will tell you it doesn't by printing an error message on the screen. Most of the time the message will be ?SYNTAX ERROR which means there has been a spelling, punctuation, or grammar mistake in a command or statement.

Other error messages which the computer might use are:

I/O ERROR, FILE NOT FOUND
FILE LOCKED, ?TYPE MISMATCH, AND
?UNDEF'D STATEMENT

Complete Activity 2 and hand in to your teacher for K.A.S.H. before you begin Activity 3.

Name ______________________ Period ____________
Score ____________

PROGRAMMING
-SOLVING THE PROBLEMS!-
ACTIVITY 2: INTRODUCING "BASIC"

DIRECTIONS: Answer the questions below after reading Activity 2: Introducing "Basic" in the Programming Unit.

Give the BASIC Command for each function below: (the first one is done for you as an example)

1. END__________ tells the computer to stop performing the program.
2. ______________ tells the computer to erase the program from the computer's memory.
3. ______________ tells the computer to clear all the words from the screen and moves the cursor to the upper left corner.
4. ______________ tells the computer to move a copy of a program from the computer to the disk.
5. ______________ tells the computer to perform the program now in the computer memory.
6. ______________ tells the computer to print the program lines on the monitor
7. ______________ you must press this key to send the instruction into the computer memory
8. ______________ the error message on the screen that says there has been a spelling, punctuation, or grammar mistake in a command or statement
9. ______________ a set of instructions that tells the computer what to do.
10. In BASIC, each statement is given a _____ _________, such as 10, 20, 30 and so on.

PROGRAMMING
-SOLVING THE PROBLEMS!-

PROGRAMMING PROJECTS

To give you a

ARE YOU HAVING FUN WITH THIS UNIT? CAN YOU SEE HOW MUCH POWER YOU CAN HAVE AS A PROGRAMMER?

These activities MUST be done at a computer! Read through the information and then complete the activity.

GOOD LUCK!

Activity 3 - Strings

Activity 4 - Strings on same Line

Activity 5 - Loops, For-Next

Activity 6 - Loops Within Loops

Activity 7 - Input

Activity 8 - Counter Variable

Activity 9 - Simple Math

Follow these steps to begin working at the computer if you are using a disk to load BASIC:

STEP 1 Place the MS-DOS Disk 2 GW BASIC disk in Drive A. Turn on the computer.

STEP 2 Press return after the computer asks you for the date and time.

STEP 3 When you see the A>, type BASIC and press return.

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this page for IBM only

Follow these steps to beging working at the computer if you are using a disk to load BASIC:

STEP 1 Place the MS-DOS Disk 2 GW BASIC disk in Drive A. Turn on the computer.

STEP 2 Press return after the computer asks you for the date and time.

STEP 3 When you see the A>, type BASIC and press return.

If *GW BASIC* is already loaded on your hard drive or if you are networked just select *GW BASIC* from the menu or ask your teacher for instructions.

Your screen should look similar to this:

```
GW-BASIC 3.20
(C) Copyright Microsoft 1983,1984,1985,1986

(C) COPYRIGHT Seiko Epson Corp. 1986
Release Version 1.04
INCLUDES SUPPORT FOR EXTENDED VIDEO MODES
59932 Bytes free
0








1LIST 2RUN 3LOAD" 4SAVE" 5CONT 6,"LPT1 7TRON 8TROF 9KEY 10SCREEN
```

Press the CAPS LOCK KEY so you are typing in all capital letters. However, when you type " (quotation marks) you will still need to use the shift key.

Now the computer is ready to accept commands.

ACTIVITY 3: STRINGS

The first activity in programming is to get the computer to print words, such as SCHOOL. Sit down in front of the keyboard and type the following command just as you see it below

```
10 PRINT "SCHOOLS"
```

The 10 is the line number, and Print is the command that gets the computer to print. The word inside the quotes, SCHOOLS, is what the computer will print. A word or any letters between a pair of quotes is called a string.

Now, press the key marked **RETURN/ENTER** (the Apple, Commodore 64, and Atari use **RETURN**, IBM uses **ENTER**.

The **RETURN/ENTER** key stores your command in the computer. The stored command stays in the computer, and the computer is now ready to take your next command. Your stored program is made up of the one PRINT command you typed. To get the computer to carry out your one PRINT command, type

> RUN (on IBM keyboard you can use the function key F2, it is the shortcut key for the word run)

Now press the **RETURN/ENTER** key. The computer prints the word

```
SCHOOLS
```

If it didn't work, try again. Type the 10 PRINT "SCHOOLS" and RUN commands again. If you get a message like SYNTAX ERROR, check the line and retype it. Typing skills are really important in programming. If you notice a mistake while typing a line, just press the left arrow key till you reach the wrong letters. Then type over the wrong letters and move the cursor back using the right arrow key.

GW BASIC can correct mistakes by doing the following:

If you notice a mistake after you have tapped return/enter, you will need to use the UP arrow key until you get to the line where the mistake is. Then use the right arrow key until you get to the mistake. Either retype the correct word or delete the mistake. You MUST arrow key to the end of the line on which the correction was made and tap **ENTER** or the new information will not replace the old.

Be sure to notice the difference between the number zero and letter O on your keyboard.

If all went well you have just written and run your first program.

Now let's add a second command to your program by typing

```
20 PRINT "ARE WONDERFUL!"
```

and press **RETURN/ENTER**. The line number 20 means that this command comes after line 10. This PRINT command gets the computer to print the string ARE WONDERFUL on the next line. To see the entire program, type the command

> LIST (or tap F1 the shortcut for the word list on the IBM keyboard)

and press **RETURN/ENTER**. The computer displays

```
10 PRINT "SCHOOLS"
20 PRINT "ARE WONDERFUL!"
```

To have the computer RUN your program (this is the output), type

> RUN (You IBM/GW BASIC users did you remember the shortcut F2)

and press **RETURN/ENTER**. The computer carries out your two commands and displays

```
SCHOOLS
ARE WONDERFUL!
```

You can use any whole numbers as line numbers. You can also put as many blanks as you wish before or after the PRINT command. These programs do exactly the same thing: (Do not type these in just study them)

```
100 PRINT "ROBIN"
200 PRINT "COSTNER"

3 PRINT "ROBIN"
4 PRINT "COSTNER"

77 PRINT "ROBIN"
4321 PRINT "COSTNER"
```

They all print

```
ROBIN
COSTNER
```

There are a few rules to remember in numbering your commands:

1. Each command must have its own number--no two commands can have the same number;

   60 PRINT "SILLY PUTTY" would be replaced by
   60 PRINT "WILLY WONKA"

2. The numbers should get larger from one line to the next;

   40
   43

3. You should leave enough space between numbers so that you can add new commands. Many people like to number lines by tens (10, 20, 30 . . .) so that they can add lines (15, 17, 18..)

ADDING MORE STRINGS

You can add a third command between the two lines in your program by typing: (Do type this in)

```
15 PRINT "IN UTAH"
```

and pressing **RETURN/ENTER** to store it. Because the number 15 is between 10 and 20, the computer will put the new command in between the two old ones. This new command, number 15, makes the computer print: IN UTAH. Now type

```
LIST (IBM KEYBOARD users did you use the shortcut F1)
```

and press **RETURN/ENTER** to display the entire three-command program:

```
10 PRINT "SCHOOLS"
15 PRINT "IN UTAH"
20 PRINT "ARE WONDERFUL!"
```

To get the computer to carry our your commands, type

```
RUN
```

and press **RETURN/ENTEr**. The computer shows the results of running your program, (this is called the output):

```
SCHOOLS
IN UTAH
ARE WONDERFUL!
```

BLANK LINES

Now add an extra blank line to print out between the second and third string, by typing in:

```
18 PRINT
```

By now you probably know that you have to press **RETURN/ENTER** after every command. If you ask for the LIST and press **RETURN/ENTER**, you get:

```
10 PRINT "SCHOOLS"
15 PRINT "IN UTAH"
18 PRINT
20 PRINT "ARE WONDERFUL!"
```

Now when you type RUN and press **RETURN/ENTER**, you get

```
SCHOOLS
IN UTAH

ARE WONDERFUL!
```

DELETING AND CHANGING COMMANDS

Suppose you need to change a command. Let's change line number 10 by retyping it to read:

```
10 PRINT "WEEKENDS"
```

The new line number 10 replaces the old one. This is why it is important to give each line a different number. Now type in LIST to see if your stored program is what you expected:

```
10 PRINT "WEEKENDS"
15 PRINT "IN UTAH"
18 PRINT
20 PRINT "ARE WONDERFUL!"
```

To get rid of or delete a command, just type the line number and press **RETURN/ENTER**. Type in the following to delete line 15.

```
15
```

When you press **ENTER/RETURN**, the command will no longer be part of your program.

You can delete another command

```
18
```

and check your work by typing

```
LIST
```

You should see on your screen

```
10 PRINT "WEEKENDS"
20 PRINT "ARE WONDERFUL!"
```

Predict what will happen when you type in RUN:
Did you get?

```
WEEKENDS
ARE WONDERFUL!
```

Enter the following program: (watch the spacing so that you come out with the right shape)

```
NEW
10 CLS    (Apple users will type in just the word
          HOME with no line number to clear the
          screen)
15 REM SHAPES
20 PRINT "   AA"
30 PRINT "  A  A"
40 PRINT " AAAAAA"
50 PRINT "AA    AA"
60 PRINT "AA    AA"
```

REVIEW: What does NEW do in the above program? (tells the computer to erase the program from the computer's memory. You're old program about weekends is now erased)

What does CLS do? (Only on *GW BASIC* - tells the computer to clear all the words from the screen and moves the cursor to the upper left corner)

What does REM mean? (tells the computer to put a REMARK statement into the program without changing the way the program runs)
Type LIST and RUN to see the input and the output of the above program.

```
NEW
```

which deletes all commands at once. Type in this program:

```
10 ? "ROSES, ARE RED"
20 ? "VIOLETS ARE BLUE"
30 ? "TLC IS FANTASTIC"
40 ? "COMPUTERS ARE TOO"
50 ?
60 ? "      HA! HA!"
LIST
RUN
```

This program has six commands. Five of the commands print a string, but line 50 just prints a blank line. In line 60 the blanks between the " and the HA! HA! make this closing message appear over to the right.

YOUR TURN TO WRITE SOME PROGRAMS

Choose three (that's 3) out of the following 6.

FOR IBM/*GW BASIC* USERS: Tap the PrintScreen key (that's the key to the right of the function key F12) when you have the program completed with the line numbers (that's the LIST or F1 and enter). Then give the RUN command or F2 and tap the printscreen key again. You should now have two printouts for each program, 1 with the program line numbers that's the LIST and one with the program without line numbers that's the RUN.

AT THE END OF THIS ACTIVITY, TO GET BACK TO THE MAIN MENU, TYPE IN THE WORD **SYSTEM** AND TAP ENTER.

APPLE USERS: Type in PR#0 to turn the printer on for your computer and then type in PR#1 to get ready to send the message to the printer. When you type in LIST and RUN they will not show up on the screen but the messages are sent to the printer. PR#0 turns the printer off for your computer so others can use it.

EXAMPLE OF WHAT TO HAND IN FOR 1 COMPLETED ASSIGNMENT:

Write a program with one command to print your school's name. Then add a second command to print your school's mascots name on another line.

The printout of the LIST would look like this:

```
10 PRINT "GRAND COUNTY MIDDLE SCHOOL"
20 Print "THE MIGHTY THUNDERBIRDS"
```

The printout of the RUN would look like this:

```
GRAND COUNTY MIDDLE SCHOOL
THE MIGHTY THUNDERBIRDS
```

1. Write a program with one command to print your first name. Then add a second command to print your last name on another line like this:

```
Mandy
Carter
```

2. Write a program to print the alphabet like this:

```
ZYXWVUTSR
QPONMLKJI
HGFEDCBA
```

3. Write a program to print this saying:

```
MARY HAD A LITTLE LAMB
LITTLE LAMB LITTLE LAMB
MARY HAD A LITTLE LAMB
IT'S FLEECE WAS WHITE AS SNOW
```

4. Write a program to print a rectangle in which there are exactly EIGHT spaces between the two B's in the second and third rows:

```
BBBBBBBBBB
B        B
B        B
BBBBBBBBBB
```

5. Write a program to create a star above the poem about a star. Hint. There are fourteen blank spaces before the A on the first line and thirteen blank spaces before the AAA on the second line. You will have to count the A's and the blank spaces carefully.

```
              A
             AAA
          AAAAAAAAA
           AAAAAAA
          AAAAAAAAA
             AAA
              A

TWINKLE, TWINKLE LITTLE STAR
HOW I WONDER WHAT YOU ARE
UP ABOVE THE WORLD SO HIGH
LIKE A DIAMOND IN THE SKY.
```

6. Write a program to draw this picture of a cat's face. Make sure to count the spaces carefully--this exercise is tricky.

```
  W      W
W  W   W  W
I  - - -  I
I         I
I   O O   I
I         I
   I-O-I
   I   I
    III
```

HAND YOUR PRINTED PROGRAMS (THAT'S THE LIST AND THE RUN FOR EACH PROGRAM) INTO YOUR TEACHER FOR K.A.S.H AND A GRADE.

GO ON TO ACTIVITY 4 - - - - - - >

ACTIVITY 4 - STRINGS ON THE SAME LINE

Sometimes you will want to print two or more strings on one line. Strings can be printed in columns to produce neat lists. Good luck that's what you are going to do in ACTIVITY 4 is Print strings on the same lines and in columns.

Keeping track of information such as school grades, library books, or addresses is a common use of computers. You might want to write a program to print your friends' names and phone numbers.

ENTER THE FOLLOWING PROGRAM

```
NEW

10 PRINT "BROOKE 259-8976"
20 PRINT "DARRIN 279-8945"
30 PRINT "MARY LOU 859-9753"
40 PRINT "AMBER LEA 456-8734"
RUN
```

What did the output look like?

As the list gets longer, it would look much neater if
all the phone numbers are lined up in a column like the following:

```
BROOKE       259-8976
DARRIN       279-8945
MARY LOU     859-9753
AMBER LEA    456-8734
```

This output also makes it easier to spot an extra or missing digit in the telephone number.

To print the list in two columns, each print command should have two strings: the name and the telephone number.

Type in the following program: [Don't forget the quotes () and the commas (,)]

```
NEW
10 PRINT "BROOKE", "259-8976"
20 PRINT "DARRIN", "279-8945"
30 PRINT "MARY LOU", "859-9753"
40 PRINT "AMBER LEA", "456-8734"
RUN
```

Each of the two strings is enclosed in quotes and separated
by a comma. The blank after the comma is not necessary butmakes the
program easier to read. The comma is the part ofthe PRINT command that tells

the computer to start a newcolumn for the next string. The IBM has 14 spaces in each column, so the telephone numbers begin in the 15th space.

The Apple has 16 spaces in each column, so the telephone numbers begin in the 17th space. Can you predict the outcome when you RUN the program? Try it now and see what happens.

A nice touch would be to add column headings for the list. Add the following lines to the above program:

```
5 PRINT "NAME", "TELEPHONE"
6 PRINT
```

The comma in line 5 makes the word NAME appear in the first column and the word TELEPHONE in the second column.

The final output looks neatly labeled by column:

```
NAME           TELEPHONE

BROOKE         259-8976
DARRIN         279-8945
MARY LOU       859-9753
AMBER LEA      456-8734
```

SAVING YOUR PROGRAM

Getting a nice display or printed copy of a list is useful, but if you turn off your computer, the list will be gone forever. To avoid having to retype the program each time you want to use it, you need to SAVE the program.

MAKE SURE YOU HAVE YOUR STUDENT DATA DISK (SAD) DISK IN DRIVE "A" NOW.

FOR IBM/*GW BASIC* USERS:

Notice at the bottom of your screen where the commands for LIST, RUN, LOAD, SAVE, CONT, and etc. can be found. These are the function keys for GW-BASIC.

Select F4 (or you could type in SAVE" but it takes more time). Notice where the flashing cursor is located. It should be right after the " in the word SAVE" You need to type in:

```
SAVE"A:NUMBERS
```

Notice the : (colon) and no spaces in the name. After you have typed in the word NUMBERS tap enter. The A Disk Drive light will come on for a brief second and the word Ok will appear after the SAVE"A:NUMBERS command.

RETRIEVING A SAVED PROGRAM

A copy of the NUMBERS program has been saved on your student activities disk. To retrieve an old program that has been stored type the F3 command or you could type in the word LOAD" Now you must tell the computer which drive your program is on and what its name is. So type in the following after the word LOAD

```
LOAD"A:NUMBERS
```

Tap **ENTER**. Easy wasn't it. BUT WHERE IS YOUR PROGRAM?? All the computer says is OK. You still need to give the F1 command and tap **ENTER** to LIST the program or the F2 command (RUN) for it to magically appear.

✓

> If you forget what you named a file, you can always type in the following command to see what is listed on your directory (that's like a phone directory).

```
FILES
"A:"
```

This command will list all the files you have on the A Drive. Look for any names with the letters .BAS after them.

These are the ones that are written on the *GW-BASIC* program.

Again all the computer says is OK. You will need to use the F3 command to load the program. Remember that's

```
LOAD"A:NUMBERS
```

The computer says Ok. Tap F1 and enter and the listed program appears on the screen. Tap F2 to RUN the program.

This is important if you EVER FORGET WHAT YOU NAMED YOUR PROGRAM.

APPLE USERS:

On the Apple, you can SAVE the phone numbers program on your disk drive by typing:

```
SAVE NUMBERS
```

A copy of the NUMBERS program will be saved on the floppy disk in your disk drive. To retrieve an old program that has been stored away, type the command:

```
LOAD NUMBERS
```

After you press RETURN, the disk drive's red light will go on to show that it is working. When the program has been retrieved you will get the square bracket prompt.

Now you can try the LIST command or just go ahead and run the program.

If you have forgotten the name of your program, you can get a list of the programs on that disk by typing CATALOG (APPLE), or LOAD "$",8

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(Commodore 64), or FILES (IBM).

YOUR TURN TO WRITE SOME PROGRAMS

You are to select 3 out of the following 4 programs. Make sure you PRINT a copy of the LIST and a copy of the RUN.

NOTE FOR LONG PROGRAMS THAT FILL UP MORE THAN ONE SCREEN:

IBM/*GW-BASIC* users type the letter L before the Print commands so you will be able to print the copies.

Make sure you use commas to place items in columns, DO NOT USE the space bar like you did in activity 3.

EXAMPLE:

This is an example of the LIST:

```
   NEW
10 LPRINT "FIRST NAME", "LAST NAME","HOBBIES"
20 LPRINT
30 LPRINT "DONNY","WILSON","SEWING"
40 LPRINT "SANDY","FULMER","FOOTBALL"
   LLIST   (The L sends the program to the printer for
           IBM/GW-BASIC users)
```

This is an example of the RUN:

RUN (If you did not type LPRINT the RUN command will not go to the printer)

```
FIRST NAME          LAST NAME           HOBBIES

DONNY               WILSON              SEWING
SANDY               FULMER              FOOTBALL
```

***Always start out a new program with the command NEW to clear out the memory.

APPLE USERS: You will not print LPRINT you will use the regular commands and when you are ready to print a program that is longer than a screen full, you will type in PR#0 to turn the printer on, PR#1 to send the message to the printer and PR#0 to shut the printer off.

This is an example of the LIST for the above program for the APPLE users:

```
  NEW
10 PRINT "FIRST NAME", "LAST NAME","HOBBIES"
20 PRINT
30 PRINT "DONNY","WILSON","SEWING"
40 PRINT "SANDY","FULMER","FOOTBALL"
PR#0
PR#1
LIST
RUN
PR#0 (If you forget this step the printer will not work
     for the next person sending a message from a
     different program or a different computer)
```

1. Write a program to print out this list of abbreviations in two columns:

```
KG        KILOGRAM
CM        CENTIMETER
MM        MILLIMETER
IN        INCH
MI        MILE
YD        YARD
```

2. Write a program to print out this list of birthdates: (make sure you include the column headings)

```
NAME       MONTH          DAY

ARTHUR     MARCH          25
BOBBY      OCTOBER        16
TAMMIE     JUNE           12
HOLLIE     APRIL          24
(YOU)      (YOUR BIRTH    (YOUR BIRTH DAY)
           MONTH)
```

3. Write a program to print these little flags spread out in three columns:

```
+DDDDDD              +BBBBBB              +LLLLLL
+DDDDDD              +BBBBBB              +LLLLLL
+DDDDDD              +BBBBBB              +LLLLLL
+                    +                    +
+                    +                    +
+                    +                    +
```

4. Write a program to print a book list with titles, authors, year of publication, and number of pages. Your output should look like the following: (Do you remember how to make blank lines using the PRINT command). This is a long program you may need to use LPRINT and LLIST for IBM/GW BASIC USERS or PR#0, PR#1 for APPLE USERS.

```
TITLE
AUTHOR                YEAR      NO. PAGES

THE MAGIC OF OZ
L. FRANK BAUM         1919      208 PG

THE SECRET OF PIRATES HILL
F. W. DIXON           1919      178 PG

CHARLOTTE'S WEBB
E. B. WHITE           1952      184 PG

LET'S LEARN BASIC
PATRICK POPE          1984      84 PG

LET'S LEARN BASIC
BEN SHNEIDERMAN       1984      194 PG
```

HAND YOUR PRINTOUTS INTO YOUR TEACHER FOR K.A.S.H.

ACTIVITY 5 - LOOPS, FOR-NEXT

The computer's power is best used when a simple action can be repeated. In this lesson you will learn how to repeat printing a string, 2, 10, 500, or more times.

In ACTIVITY 3 program 3 you printed the word SCHOOLS once. If you want to print a string four times, you wrap a repetition loop around the command. It's called a loop because the computer goes around and around repeating the same commands again and again.

The repetition loop begins with a FOR command and ends with a NEXT command. Try the following program:

```
NEW
10 FOR Y = 1 TO 4
20 PRINT "SCHOOL"
30 NEXT Y
RUN
```

The FOR command at line 10 makes the computer count from 1 up to 4 using the counter variable named A. Imagine a cup labeled A into which you drop stones. Every time you drop in one of the stones, the computer carries out the commands until it reaches the NEXT command. If the cup contains the full number of stones, in this case 4, the computer goes on to the line following the NEXT command. If the cup contains fewer than 4 stones, the computer adds one and goes through the loop again. The output of the above program is:

```
SCHOOL
SCHOOL
SCHOOL
SCHOOL
```

The counter variable in the FOR command must match the counter variable in the NEXT command. To make it easy, we'll use a single letter for counter variables. The counter variable in this first program is A. It is the name of the imaginary cup for counting from 1 to 4.

To print SCHOOL six times, change the FOR command so that A goes from 1 to 6. Change the above program to the following:

```
NEW
10 FOR Y = 1 TO 6
20 PRINT "SCHOOL"
30 NEXT Y
RUN
```

Now add PRINT commands before and after the FOR-NEXT loop:

```
7 PRINT "WELCOME TO OUR"
10 FOR Y = 1 TO 6
20 PRINT "SCHOOL"
30 NEXT Y
40 PRINT "TODAY"
RUN
```

The output should be:

```
WELCOME TO OUR
SCHOOL
SCHOOL
SCHOOL
SCHOOL
SCHOOL
SCHOOL
TODAY
```

If you added another command inside the loop, it would get repeated, too. Let's add line 25:

```
25 PRINT "(USE YOUR OWN SCHOOL'S NAME HERE)"
LIST
RUN
```

Does your output look like the following:

```
WELCOME TO OUR
SCHOOL
YOUR SCHOOL'S NAME
SCHOOL
YOUR SCHOOL'S NAME
SCHOOL
YOUR SCHOOL'S NAME
SCHOOL
YOUR SCHOOL'S NAME
SCHOOL
YOUR SCHOOL'S NAME
SCHOOL
YOUR SCHOOL'S NAME
TODAY
```

SHAPES, TOO

You can make shapes much more easily using a repetition of letters and/or symbols. Write in the following program:

```
NEW
10 FOR S = 1 TO 5
20 PRINT "BBBBBBBBBB"
30 NEXT S
RUN
```

When you RUN this program, you get:

```
BBBBBBBBBB
BBBBBBBBBB
BBBBBBBBBB
BBBBBBBBBB
BBBBBBBBBB
```

To get a rectangle that is empty in the middle requires a little more planning. If the goal is

```
EEEEEEEEE
E       E
E       E
E       E
EEEEEEEEE
```

you would have to get the top line done with a simple PRINT command, then loop three times to get the sides (with exactly seven blank spaces between the two E's) and finally get the bottom line with another simple PRINT command. Write this:

```
NEW
10 PRINT "EEEEEEEEE"
20 FOR G = 1 TO 3
30 PRINT "E       E"
40 NEXT G
50 PRINT "EEEEEEEEE"
RUN
```

What if you wanted the rectangle to be moved over to the right? You could add blanks to the PRINT commands in lines 10, 30, and 50

```
10 PRINT "                EEEEEEEEE"
20 FOR G = 1 TO 3
```

```
30 PRINT "               E       E"
40 NEXT G
50 PRINT "               EEEEEEEEE"
RUN
```

Or you could just print a string with a single blank, before skipping over. This would cause the rectangle to start in the second column:

```
10 PRINT " ", "EEEEEEEEE"
20 FOR G = 1 TO 3
30 PRINT " ", "E       E"
40 NEXT G
50 PRINT " ", "EEEEEEEEE"
RUN
```

To make a taller rectangle, just change the FOR command to go from 1 up to 15, or more.

CAKE AND FORK

You will now use the FOR-NEXT loop to print out a fork and a layer cake. The fork will be shifted over into the second printing column. The four tines (tips of the fork) are produced by repeating the same pattern for six lines.

Enter the following program:

```
NEW
10 FOR W = 1 TO 6
20 PRINT " ", "F  F  F  F"
30 NEXT W
```

In line 20 the " " and the comma spaces the fork over to the second column, and there are two blanks between each F. The line that joins the tines is produced by a PRINT command:

```
40 PRINT " ", "FFFFFFFFFF"
```

The long handle is made of 14 lines of two Fs, which are four spaces in from the left. Line 60 prints a blank in the first column and uses the comma to skip to the second column.

```
50 FOR T = 1 TO 14
60 PRINT " ", "    FF"
70 NEXT T
```

The four blanks before the FF are necessary to center the fork handle.

Now you will create a three-layer cake.

Three sets of FOR-NEXT loops will be all that you need to make the cake. The top layer begins with seventeen (17) blanks and then has eight (8) A's, the middle layer has fourteen (14) blanks and fourteen (14) B's, and the bottom layer has eleven (11) blanks and twenty (20) C's:

```
75 FOR I = 1 TO 5
80 PRINT "       AAAAAAAA"
85 NEXT I
90 FOR F = 1 TO 4
95 PRINT "    BBBBBBBBBBBBBB"
100 NEXT F
110 FOR K = 1 TO 3
115 PRINT "CCCCCCCCCCCCCCCCCCCC"
120 NEXT K
RUN
```

YOUR TURN TO WRITE SOME PROGRAMS

Choose 3 out of the following 4 to do. Make sure you PRINT the program (LIST) as well as the OUTPUT (RUN). When completed hand the printouts to your teacher. Make sure you use FOR-NEXT commands in each program. (In some of the programs you will have to use two FOR-NEXT commands in the program)

EXAMPLE:

This is an example of the LIST:

```
NEW
10 FOR A = 1 TO 3
20 PRINT "I'M SMART"
30 NEXT A
```

This is an example of the RUN:

```
I'M SMART
I'M SMART
I'M SMART
```

1. Write a program to print your first name 7 times and then your last name once. (Use one FOR-NEXT command).

2. Write a program to print strips like these (you will only use one FOR-NEXT COMMAND):

```
VVVVVVVVVVVVVV
ZZZZZZZZZZZZZZ
VVVVVVVVVVVVVV
ZZZZZZZZZZZZZZ
VVVVVVVVVVVVVV
ZZZZZZZZZZZZZZ
```

You'll need two PRINT commands inside one FOR-NEXT loop.

3. Write a program to print this rectangle with dots on the inside:

```
RRRRRRRR
R......R
R......R
R......R
R......R
R......R
R......R
RRRRRRRR
```

4. Write a program to print this flag:

```
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+FFFFFFFFFFFFFFFFI
+
+
+
+
+
+
+
+
```

ACTIVITY 6 - LOOPS WITHIN LOOPS

Up until now each FOR-NEXT loop was separate from the other loops in the program. Sometimes it is necessary to have one loop inside another. Let's start with a loop around a PRINT command followed by a second PRINT command, to print a line from a familiar song:

```
NEW
10 FOR H = 1 TO 3
20 PRINT "TWINKLE"
30 NEXT H
40 PRINT "LITTLE STAR"
RUN
```

The output of this program is

```
TWINKLE
TWINKLE
TWINKLE
LITTLE STAR
```

What if you want to repeat this pattern twice? You could write the four commands again. Or you could wrap a FOR-NEXT loop around the whole program:

```
8 FOR J = 1 TO 2     -----------
10 FOR H = 1 TO 3    -          |
20 PRINT "TWINKLE"     > inner  |
30 NEXT H            -   loop    > outer
40 PRINT "LITTLE STAR"          |  loop
48 NEXT J            -----------
RUN
```

The FOR-NEXT loop on lines 10 and 30 is called the inner loop and it uses the counter variable H to count from 1 up to 3.

The FOR-NEXT loop on lines 8 and 48 is called the outer loop and it must use a different counter variable. The outer loop uses the counter variable J, which goes from 1 up to 2.

If you run this program, you get

```
TWINKLE
TWINKLE
TWINKLE
LITTLE STAR
TWINKLE
TWINKLE
TWINKLE
LITTLE STAR
```

If J in line 8 went from 1 up to 7, you would get seven copies of the four-line song. You can change the outer loop counter variable to repeat the inner loop as many times as you want. Remember that the counter variable in the inner loop must be different from the counter variable in the outer loop.

Now you need to have all of the TWINKLE's appear on the same line. You've already learned that a comma between two strings prints them in two columns on the same line. By putting a comma at the end of line 20, you can make the next string print on the same line.

```
8 FOR J = 1 TO 2
10 FOR H = 1 TO 3
20 PRINT "TWINKLE",           --notice the comma
30 NEXT H
40 PRINT "LITTLE STAR"
48 NEXT J
LIST
RUN
```

With this slight change the program output is:

```
TWINKLE   TWINKLE   TWINKLE   LITTLE STAR
TWINKLE   TWINKLE   TWINKLE   LITTLE STAR
```

or (depending on the width of your columns)

```
TWINKLE   TWINKLE   TWINKLE
LITTLE STAR
TWINKLE   TWINKLE   TWINKLE
LITTLE STAR
```

If there is not enough room on one 40 character line, the words LITTLE STAR begin a new line of output. Line 40 in the program does not have a comma on the end, so the next string to print will begin on the new line.

You may find that this form is still too spread out and that you would like to put the words right next to each other. To do this, use a semicolon (;) instead of a comma.

This will make each string print right next to the previous string. The only change is the semicolon in line 20:

```
20 PRINT "TWINKLE";
LIST
RUN
```

With this change the output is:

```
TWINKLETWINKLETWINKLELITTLESTAR
TWINKLETWINKLETWINKLELITTLESTAR
```

This output is too squeezed together. There is no space between each of the TWINKLEs. To separate strings you could add a blank right after the E in line 20. You can add one more line to the song with line 60:

```
20 PRINT "TWINKLE "; (notice the blank after TWINKLE)
60 PRINT "HOW I WONDER WHAT YOU ARE!"
```

The semicolon at the end of line 20 makes each string print next to the previous string. The first time through the inner loop "TWINKLE " gets printed on a new line. The next time through the loop "TWINKLE " gets printed on the same line. Then the third time through the loop "TWINKLE " gets printed again on the same line. When "LITTLE STAR" is printed, it is still on the same line. Line 40 does not end with a semicolon, so "HOW I WONDER WHAT YOU ARE" begins on a new line. The output is:

```
TWINKLE TWINKLE TWINKLE LITTLE STAR
TWINKLE TWINKLE TWINKLE LITTLE STAR
HOW I WONDER WHAT YOU ARE!
```

SLOW DOWN

Sometimes you may want to slow the computer down and wait a few seconds between printing lines in a program. One way to do this is to have the computer just count up from 1 to 1000 between the PRINT commands. Try this program:

```
NEW
10 PRINT "TIC"
20 FOR K = 1 TO 1000
30 NEXT K
40 PRINT "TOCK"
```

On some computers counting from 1 to 1000 may take less than a second, so you may want to have the computer count up to 10,000. If your computer is slow, you may want to go up to only 100. Your computer is very fast you will need to try the 10,000. Try it out on your computer.

```
20 FOR K = 1 TO 10000
```

One idea is to have the computer pretend to be a telephone ringing. Try the following program:

FOR IBM/*GW-BASIC* USERS:

```
NEW
10 FOR B = 1 TO 15
15 PRINT
20 PRINT
25 PRINT "KERRY, ANSWER THE PHONE"
30 SOUND 600, 1
35 SOUND 800, 1
40 PRINT
45 PRINT "IT'S JUST FOR YOU"
50 FOR I = 1 TO 2000
55 NEXT I
60 NEXT B
RUN
```

Do you remember what line 15, 20 and 40 do to your program?

That's right they leave blank lines so when the program is executed (RUN) it will be easier to read.

What caused the sound? Try changing the sounds. The first three numbers after the word SOUND makes the pitch and the number following the comma (,) is the duration (how long it will last). Try changing line 30 and 35 to the following:

```
30 SOUND 998, 9
35 SOUND 546, 3
RUN
```

FOR APPLE USERS:

```
NEW
10 FOR B = 1 TO 15
15 PRINT
20 PRINT
25 PRINT "KERRY, ANSWER THE PHONE"
30 SOUND = PEEK (-16336)
35 SOUND = PEEK (-16336)
40 PRINT
45 PRINT "IT'S JUST FOR YOU"
50 FOR I = 1 TO 2000
55 NEXT I
60 NEXT B
RUN
```

YOUR TURN TO WRITE PROGRAMS

You are to select 3 out of the 5 following programs. You are to write programs using FOR-NEXT commands. You will need at least two FOR-NEXT COMMANDS if not more for each program. Print your program (LIST) and the RUN (output) to hand in to your teacher.

EXAMPLE:

Write a program to print no twice and yes once on separate lines and repeat this set three (3) times.

The LIST would look like this:

```
10 FOR C = 1 TO 3
20 FOR T = 1 TO 2
30 PRINT "NO"
40 NEXT T
50 PRINT "YES"
60 NEXT C
```

The RUN would look like this:

```
NO
NO
YES
NO
NO
YES
NO
NO
YES
```

1. Write a program to print

```
HAPPY
HAPPY
BIRTHDAY
HAPPY
HAPPY
BIRTHDAY
HAPPY
HAPPY
BIRTHDAY
```

2. Write a program to print: (Don't forget the space between repeats.)

```
WHO'S THE BEST
WHO'S THE BEST
(USE YOUR SCHOOL'S NAME) IS THE BEST

WHO'S THE BEST
WHO'S THE BEST
(USE YOUR SCHOOL'S NAME) IS THE BEST

WHO'S THE BEST
WHO'S THE BEST
(USE YOUR SCHOOL'S NAME) IS THE BEST
```

3. Write a program to print this flag. (Hint: you can do it using three loops.)

```
*OOOOOOOOOOOOOOOOOOO
*OOOOOOOOOOOOOOOOOOO
*OOOOOOOOOOOOOOOOOOO
*XXXXXXXXXXXXXXXXXXX
*OOOOOOOOOOOOOOOOOOO
*OOOOOOOOOOOOOOOOOOO
*OOOOOOOOOOOOOOOOOOO
*XXXXXXXXXXXXXXXXXXX
*
*
*
*
*
*
*
```

4. Write a program that imitates a clock by printing: (This one your teacher will have to check at your monitor.)

```
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
BUZZ
```

Figure out how long a pause to put in so that one line is printed every second. The 10 lines should take 10 seconds. You'll need a watch that shows seconds to see if your program is accurate.

5. Here's another challenge. Print this ladder:

```
I          I
I          I
OOOOOOOOOOOO
I          I
I          I
OOOOOOOOOOOO
I          I
I          I
OOOOOOOOOOOO
I          I
I          I
OOOOOOOOOOOO
I          I
I          I
```

ACTIVITY 7 – PUTTING IN THE INPUT

In this lesson you are going to be able to control a program while it is running. Strings or numbers can be sent into a running program.

To have the computer print a ? and wait, you use the INPUT command. INPUT commands have an input variable to store whatever someone types.

Type in the following program: (Don't forget the $ right after the V no spaces between them.)

```
NEW
10 PRINT "WHAT IS YOUR FIRST NAME?"
20 INPUT A$
25 PRINT
30 PRINT "WHAT IS YOUR LAST NAME?"
35 INPUT B$
40 PRINT
RUN
```

In line 20 the INPUT command has the input variable A$, which can take a letter, number, or string that the user types. The input variable can be any letter of the alphabet followed by a $ (A$, B$, C$ . . .).

> Do you remember what the lines 25 and 40 do? When you RUN the program, did you see the (?) ? The ? is waiting for you to answer the question.

Now let's add these lines to the above program:

```
45 PRINT "WHAT MONTH IS YOUR BIRTHDAY?"
50 INPUT C$
55 PRINT
60 PRINT "WHAT DAY IS YOUR BIRTHDAY?"
65 INPUT D$
70 PRINT
75 PRINT "WHAT YEAR WERE YOU BORN?"
80 INPUT E$
85 PRINT
RUN
```

So far you have used the input variable as a letter of the alphabet followed by a $ (A$, B$, C$. . .). You can also use the INPUT command as the upper limit of a FOR loop.

Try the following program: (This time just use a letter of the alphabet without the $) This will allow you to enter a number.

```
NEW
10 PRINT "HOW MANY HUGS DO YOU WANT?"
20 INPUT D
30 FOR U = 1 TO D
40 PRINT "HUGS"
50 NEXT U
RUN
```

The number that the user types is stored in the input variable D. Any letter of the alphabet (A, B, N,...) can be used for an input variable to store a number. The value the user has given D will also be used as the D in the FOR command in line 30. When you run the program, it will print the message

```
HOW MANY HUGS DO YOU WANT
?
```

and then wait for the user to type a number such as

```
5
```

followed by **ENTER**. The output is

```
HUGS
HUGS
HUGS
HUGS
HUGS
```

If you put in a large number and the program goes on and on, you can stop the program from executing by:

IBM/*GW-BASIC* USERS: CTRL BREAK (That's the control key suppressed while you tap the BREAK (PAUSE) key.

APPLE USERS: CONTROL C (That's the control key suppressed while you tap the C key.

A common use of computers is for printing address labels. You can control the number of labels printed each time by an INPUT command. Type in the following: (Does this remind you of a dBASE program)

```
NEW
20 PRINT "PRESS RETURN AFTER EVERY ITEM"
30 PRINT "HOW MANY ADDRESS LABELS DO YOU WANT";
35 INPUT L
40 PRINT  "TYPE YOUR NAME"
50 INPUT A$
60 PRINT "TYPE YOUR ADDRESS"
70 INPUT B$
80 PRINT "TYPE YOUR CITY"
90 INPUT C$
100 PRINT "TYPE YOUR STATE"
110 INPUT D$
120 PRINT "TYPE YOUR ZIP CODE"
130 INPUT E$
```

The input variable L takes the number of labels. The input variables A$, B$, C$, D$, and E$ will each take a string and store it until it is used inside the printing loop:

```
140 FOR W = 1 TO L
150 PRINT
160 PRINT A$
170 PRINT B$
180 PRINT C$; ", "; D$; " "; E$
190 NEXT W
```

The name and street address are printed by lines 160 and 170. The city, state, and zip code are printed by line 180 which puts a comma and a space between the city and state, and a space between the state and the zip code. The semicolons make the strings print next to each other on the same line. Here is how the program runs:

```
PRESS RETURN AFTER EVERY ITEM
HOW MANY LABELS DO YOU WANT?3
TYPE YOUR NAME
?SAMMY BEHUNIN
TYPE YOUR ADDRESS
?245 CENTER STREET
TYPE YOUR CITY
?SALINA
TYPE YOUR STATE
?UTAH
TYPE YOUR ZIP CODE
?78564

SAMMY BEHUNIN
```

```
245 CENTER STREET
SALINA, UTAH 78564

SAMMY BEHUNIN
245 CENTER STREET
SALINA, UTAH 78564

SAMMY BEHUNIN
245 CENTER STREET
SALINA, UTAH 78564
```

YOUR TURN TO WRITE PROGRAMS

Select 2 out of the following 5 programs to write. You will need to print the LIST and the RUN.

EXAMPLE of a program asking how many shoes do you own and allowing you to enter a number. This would be the LIST:

```
NEW
10 PRINT "HOW MANY SHOES DO YOU OWN?"
20 INPUT S
LIST
```

The RUN would be:

```
HOW MANY SHOES DO YOU OWN?
?
```

1. Write a program to be a Wisdom Machine. Every time the user presses **ENTER**, he or she get another wise saying:

```
EARLY TO BED AND EARLY TO RISE
  PRESS ENTER AND FINISH THE SAYING:

A STITCH IN TIME
  PRESS ENTER AND FINISH THE SAYING:

A WATCHED POT
  PRESS ENTER AND FINISH THE SAYING:
  THE END
```

You can add another wise saying of your own.

2. In Project 7 you were asked to make a clock-imitating program that printed BUZZ every second for 10 seconds.

   Now, load the program back into the computer's memory and ask for the number of seconds that the user wants the clock to run. In this program print BUZZ every second and then print TIME TO GET Up when the program is done.

3. Write a program to ask the user to type in a short message, followed by the number of times the message should be printed. For example:

```
TYPE A SHORT MESSAGE AND PRESS RETURN
?MY NAME IS MANUAL
```

```
HOW MANY TIMES DO YOU WANT THIS MESSAGE
?6

MY NAME IS MANUAL
MY NAME IS MANUAL
MY NAME IS MANUAL
MY NAME IS MANUAL
MY NAME IS MANUAL
MY NAME IS MANUAL
```

4. Write a program to ask for a person's first name and then last name. Print out the last name, a comma and a space, and then the first name:

```
TYPE YOUR FIRST NAME AND PRESS RETURN
?(SOPHIA)
TYPE YOUR LAST NAME AND PRESS RETURN
?(RODRIQUES)
YOUR NAME IN THE TELEPHONE BOOK IS
RODRIQUES, SOPHIA
```

5. Write a program to ask for a person's favorite pop, favorite cake, and favorite vegetable. Print out the pop, a comma and a space, the cake, a comma and a space, and then the vegetable:

```
WHAT IS YOUR FAVORITE POP?
?(GRAPE)
WHAT IS YOUR FAVORITE CAKE?
?(CHOCOLATE)
WHAT IS YOUR FAVORITE VEGETABLE?
?(SPINACH)
MY FAVORITE POP, CAKE, AND VEGETABLE ARE:
GRAPE, CHOCOLATE, SPINACH
```

ACTIVITY 8 - COUNTER VARIABLES

In ACTIVITY 5 you learned how to print SCHOOL 4 times:

```
10 FOR A = 1 TO 4
20 PRINT "SCHOOL"
30 NEXT A
```

The counter variable A went from 1 up to 4. You can see how many times you have printed SCHOOL by printing out the value of the counter variable A. Since you want the value of A, not the letter A, you put the variable A in the PRINT command without quotes:

```
10 FOR A = 1 TO 4
20 PRINT "SCHOOL", A
30 NEXT A
```

When you run this program, it prints

```
SCHOOL         1
SCHOOL         2
SCHOOL         3
SCHOOL         4
```

The string SCHOOL is printed in the first column and the value of A is printed in the second column.

If you changed the order in the PRINT command

```
20 PRINT A, "SCHOOL"
```

you would get the numbers in the first column and the string SCHOOL in the second column. So the output is

```
1          SCHOOL
2          SCHOOL
3          SCHOOL
4          SCHOOL
```

If you wanted to watch the computer print out the numbers quickly from 1 to 100, you could just have a PRINT command that printed the value of A:

```
10 FOR A = 1 TO 100
20 PRINT A
30 NEXT A
RUN
```

Did you see it? On most computers, this would go very, very quickly.

PRINTING NUMBERS AND STRINGS CLOSE TOGETHER

You can bring numbers and strings close together by using the semicolon in the PRINT command. If you put semicolons around the variable, you'll need to put single blanks inside the quotes to make sure that the output has a blank before and after the value of the variable:

```
10 FOR X = 1 TO 5
20 PRINT "I WISH I HAD "; X;
30 PRINT " HOAGIE SANDWICHES"
40 NEXT X
RUN
```

Notice the blank after HAD and before HOAGIE. When you run this program, this is what you would get:

```
I WISH I HAD 1 HOAGIE SANDWICHES
I WISH I HAD 2 HOAGIE SANDWICHES
I WISH I HAD 3 HOAGIE SANDWICHES
I WISH I HAD 4 HOAGIE SANDWICHES
I WISH I HAD 5 HOAGIE SANDWICHES
```

Did you notice the bad grammar in the first line!!!

At this point you have learned how to print strings inside a pair of quotes and the value of a variable. You can also print out numbers that are not inside a pair of quotes. You could just print the number 1991

```
NEW
10 PRINT 1991
RUN
```

and your computer would simply show the number on the screen. If you printed two numbers separated by a comma

```
10 PRINT 1991, 1992
RUN
```

you would get on your screen

```
1991      1992
```

The semicolon keeps strings and numbers closely packed together. If you print numbers only, they'll also be kept close together.

```
20 PRINT 1; 2; 3; 4; 5; 6; 7
RUN
```

To get the numbers spread out, you will have to include spaces:

```
20 PRINT 1; " "; 2; " "; 3; " "; 4; " "; 5;
30 PRINT " "; 6; " ";7
```

Ugh!! Didn't that take a long time to type out. The blanks between the quotes are the ones getting printed, so the line could be written a bit more compactly as

```
20 PRINT 1;" ";2;" ";3;" ";4;" ";5;" ";6;" ";7
```

Can you guess the output before you type in RUN. In either case the Run would be:

```
1 2 3 4 5 6 7
```

The APPLE, Atari, and Timex do no put blanks between numbers. The Commodore 64 and IBM put a blank before and after each number, so there are two blanks between numbers.

For example:

```
40 PRINT 1;2;3;4;5;6;
```

would print as

```
1  2  3  4  5  6
```

on the Commodore 64 and IBM.

The comma (,) and semicolon (;) are like two different types of glue. the comma glues two strings or number together and places them in neat columns. The semicolon is much stronger since it glues two strings or numbers together and places them right next to each other.

If you want to see the difference between a , and a ; and just plain numbers, try this program:

```
NEW
10 PRINT 1234567
20 PRINT 1;2;3;4;5;6;7
30 PRINT 1,2,3,4,5,6,7
```

Are you tired of typing such long strings? You could use a loop to get the numbers spaced out:

```
NEW
20 FOR G = 1 TO 6
30 PRINT G; " ";
40 NEXT G
RUN
```

Now for some fun. Change line 20 to:

```
20 FOR G = 1 to 100
```

Don't forget to tap enter after you have made the changes.

Now try changing line 20 to:

```
20 FOR G = 1 to 1000
```

What happens when the screen fills up does it stop and wait for instructions or does it just keep on counting?

How would you like to be able to count from any number up to another bigger number, for example, from 10 up to and including 19. Write this program and see what it does?

```
NEW
10 FOR D = 10 TO 19
20 PRINT D; " ";
30 NEXT D
RUN
```

you should get

```
10  11  12  13  14  15  16  17  18  19
```

You can also print all the years from the time you were born, let's say 1978 to 1991.

```
1978
1979
1980
1981
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
```

The program for this could be:

```
10 FOR D = 1978 TO 1991
20 PRINT D
30 NEXT D
```

The D is a counter variable and stands for year.

Some computers cannot handle very very large numbers you may want to read your instruction manual and find out the largest number that is allowed on your computer.

Try the following programs to see what they do:

```
10 FOR X = 1 TO 4
20 PRINT "TLC IS "; X
30 FOR H = 1 TO 3
40 PRINT "EXCITING AND FUN "; H
50 NEXT H
60 NEXT X
RUN
```

How many times did the words TLC IS appear on the screen?

```
TLC IS  1
EXCITING AND FUN  1
EXCITING AND FUN  2
EXCITING AND FUN  3
TLC IS  2
EXCITING AND FUN  1
EXCITING AND FUN  2
EXCITING AND FUN  3
TLC IS  3
```

```
EXCITING AND FUN  1
EXCITING AND FUN  2
EXCITING AND FUN  3
TLC IS  4
EXCITING AND FUN  1
EXCITING AND FUN  2
EXCITING AND FUN  3
```

Suppose that you are going on a business trip in an airplane where the rows are numbered from 1 to 5 and the seats are numbered from 100 to 104. There are five rows of five seats. Here is a program to print out the floor plan:

Don't forget the plain PRINT command in line 55 to make each row begin on a new line of the output:

Try this program:

```
NEW
10 FOR A = 1 TO 5
20 PRINT "AISLE "; A; "  CHAIR ";
30 FOR C = 100 TO 104
35 PRINT C; " ";
40 NEXT C
55 PRINT
60 NEXT A
RUN
```

What is your output?

```
AISLE  1   CHAIR  100  101   102  103  104
AISLE  2   CHAIR  100  101   102  103  104
AISLE  3   CHAIR  100  101   102  103  104
AISLE  4   CHAIR  100  101   102  103  104
AISLE  5   CHAIR  100  101   102  103  104
```

NOW ITS YOUR TURN TO WRITE SOME PROGRAMS

Choose two out of the following 4 activities. Write the program and take a copy of the LIST and the RUN to your teacher for credit.

1. Write a program to print

```
1          CREDIT CARDS
2          CREDIT CARDS
3          CREDIT CARDS
4          CREDIT CARDS
5          CREDIT CARDS
6          CREDIT CARDS
MORE
```

2. Write a program to print

```
1  CARS
2  CARS
3  CARS
4  CARS
5  CARS
6  CARS
7  CARS
8  CARS
9  CARS
ALL SOLD ON MONDAY BY BOB
```

3. Write a program to print

```
I WAS SO TIRED THAT
I SLEPT 1 DAYS
I SLEPT 2 DAYS
I SLEPT 3 DAYS
I SLEPT 4 DAYS
I SLEPT 5 DAYS
I SLEPT RIGHT THROUGH SCHOOL, UGH!
```

With a bit of clever programming you can make the second line grammatically correct (DAY instead of DAYS). If you need a challenge this will be it.

4. Write a program to print this schedule for six weeks of BUSINESS/MARKETING:

```
WEEK  1    DAY  1   2   3   4   5   6   7
WEEK  2    DAY  1   2   3   4   5   6   7
WEEK  3    DAY  1   2   3   4   5   6   7
WEEK  4    DAY  1   2   3   4   5   6   7
WEEK  5    DAY  1   2   3   4   5   6   7
WEEK  6    DAY  1   2   3   4   5   6   7
```

Use an inner loop to print the days from 1 to 7. Use an outer loop to print the weeks from 1 to 6.

ACTIVITY 9 - LET'S DO MATH

You can make the computer add (+), subtract (-), multiply (*), and divide (/), by writing simple programs.

Type in this one line program to add two and three and display the answer.

```
10 PRINT 2 + 3
```

Type in RUN and you should get:

```
5
```

Type in:

```
10 PRINT 2+3, 2+5, 5-2, 8-6
RUN
```

you should get: (The output might be slightly different if your columns are narrower)

```
5    7    3    2
```

The plus sign (+) means addition and the minus sign (-) means subtraction. The output may not have fit on one line, so the last value may be printed on a second line.

Multiplication is done with the asterisk (*) [that's the shift and 8 key held down to get the *], and division with the back slash (/).

Type in:

```
10 PRINT 4*5, 9/3
```

when you type in RUN the output should be:

```
20   3
```

By using a semicolon, your answers will print close together. Try printing the four's multiplication table across the line by using a semicolon and a blank in quotes between each calculation:

```
10 PRINT 4*1; " "; 4*2; " "; 4*3; " "; 4*4;
20 PRINT " "; 4*5; " "; 4*6; " "; 4*7;
RUN
```

This should print to the screen:

```
4    8    12    16    20    24    28
```

Remember the semicolon (;) by the 4*4 makes the next line print right after the answer 16.

See if you can get the computer to print the five's multiplication table?

If you want to print your four's multiplication table in a column, you can type one calculation in each PRINT command:

```
NEW
10 PRINT 4*1
20 PRINT 4*2
30 PRINT 4*3
40 PRINT 4*4
50 PRINT 4*5
60 PRINT 4*6
70 PRINT 4*7
RUN
```

This would print:

```
4
8
12
16
20
24
28
```

Didn't that take mega hours to type in? Let's try a shortcut. Did you think of using a FOR-NEXT loop? Try the following FOR-NEXT loop that will change the counter variable F from 1 up to 7:

```
NEW
10 FOR F = 1 TO 7
20 PRINT 4*F
30 NEXT F
RUN
```

Much less work and the same output is printed.

Suppose someone asked you what 4 times 6 was? You'd have to count down to the sixth line to find the answer--24. Let's see if you can now print a four's multiplication table with two columns:

```
1          4
2          8
3          12
4          16
5          20
6          24
7          28
```

The left column is exactly the values that the counter variable F takes, so why not just print F:

```
10 FOR F = 1 TO 7
20 PRINT F, 4*F
30 NEXT F
```

The table is still lacking in visual appeal. Try to make a table that will look like this:

```
4 * 1 = 4
4 * 2 = 8
4 * 3 = 12
4 * 4 = 16
4 * 5 = 20
4 * 6 = 24
4 * 7 = 28
```

Just make a few more changes to the PRINT command. You need to PRINT the number 4, then next to it an asterisk (*), then next to that the value of the counter variable F. Then you need to print a string with an equal sign and finally the answer. Type this in: (Don't forget the spaces before and after the * and the =)

```
10 FOR F = 1 TO 7
20 PRINT 4; " * "; F; " = "; 4*F
30 NEXT F
RUN
```

Just for fun change line 10:

```
10 FOR F = 1 TO 100
```

If you were a contractor and needed to print out the number of inches in a foot, you could produce the following table with a heading: (remember there are 12 (twelve) inches in a foot)

```
FEET       INCHES

1          12
2          24
3          36
4          48
5          60
6          72
7          84
8          96
```

Write the following program and see if it works:

```
10 PRINT "FEET", "INCHES"
20 PRINT
25 FOR F = 1 TO 8
30 PRINT F, 12*F
35 NEXT F
RUN
```

Did the program work? If not debug it yourself, look and see if you can figure out what went wrong before you call the teacher.

Could you use an INPUT Value so you wouldn't have to print a whole table of values every time. The program could ask for the number of feet and then print out the number of inches, like this:

```
THIS CONTRACTING PROGRAM WILL CALCULATE THE
NUMBER OF INCHES IF YOU GIVE THE
NUMBER OF FEET.
HOW MANY FEET DO YOU HAVE ?6
THAT MAKES 72 INCHES
```

Type the following program on your computer:

```
NEW
15 PRINT "THIS CONTRACTING PROGRAM WILL CALCULATE THE"
25 PRINT "NUMBER OF INCHES IF YOU GIVE THE"
35 PRINT "NUMBER OF FEET."
40 PRINT
```

The program now asks for the INPUT:

```
45 PRINT "HOW MANY FEET DO YOU HAVE ";
50 INPUT I
```

Don't forget the semicolon at the end of the string in line 45. This makes the question mark printed out by the INPUT command appear on the same line. The INPUT command asks for the value of the variable I, which represents feet.

Add the following lines to your program:

```
60 PRINT "THAT MAKES "; 12*I; " INCHES"
65 PRINT
```

If you want to make several calculations at once, you could wrap a loop around the whole program. Let's have the instructions repeated 10 times:

Add these lines tap enter at the end of the lines and then LIST the program before you RUN it to add the lines to the above program.

```
42 FOR C = 1 TO 10
75 NEXT C
LIST
```

If you get tired of any program, just hold down CTRL BREAK (IBM/GW BASIC) or (Control) and press C, followed by RETURN (APPLE). This command stops the executing program and let's you LIST, RUN, start over or whatever you want to do.

SUMMARY

Simple math calculations can be done by using the plus sign (-), minus sign (-), multiplication sign (*), and division sign (/).

YOUR TURN TO WRITE SOME PROGRAMS

Choose 3 out of the following to do. Make sure you Print the program (LIST) as well as the OUTPUT (RUN). When completed hand the three printouts to your teacher. Make sure you debug your own programs.

EXAMPLE of a program to calculate 9 plus 21.

```
NEW
10 PRINT 9+21
LIST
RUN
30
```

1. Write a program to calculate 6 plus 9, 6 minus 3, 6 times 5, and 6 divided by 3. You may do this all on one line or you may use 4 program lines.

2. Write a program to compute the number of hours in a week by multiplying the number of days in a week by the number of hours in a day.

3. Calculate the number of inches in a mile by multiplying the number of inches in a foot (12) by the number of feet in a mile (5280).

4. Sally is in charge of the 7-8th grade back to school night. She needs to serve punch by the cup (8 ounces) to everyone that will be attending. Make a table of cups and ounces like this to help her out:

```
CUPS       OUNCES

1          8
2          16
3          24
4          32
5          40
6          48
7          56
8          64
9          72
10         80
```

5. Now make Sally's table from above include quarts. There are 4 cups in a quart. Your program should only have 5 lines.

```
QUART          CUPS           OUNCES

1              4              32
2              8              64
3              12             96
4              16             128
5              20             160
6              24             192
7              28             224
8              32             256
9              36             288
10             40             320
```

6. Write a program to ask the user for the input of a number of cups and print out the number of ounces. The RUN might look like this:

```
THIS PROGRAM WILL CALCULATE FOR YOU
THE NUMBER OF OUNCES IF YOU GIVE THE
NUMBER OF CUPS.

HOW MANY CUPS DO YOU HAVE?
THERE ARE    OUNCES
```

7. Write a program to ask the users for the year in which they were born (call it D) and for this year (call it C). Then print out a table that shows their age in each year. Example:

```
IN WHICH YEAR WERE YOU BORN ? 1978
WHAT YEAR IS IT NOW ? 1991

YEAR      YOUR AGE

1978      0
1979      1
1980      2
1981      3
1982      4
1983      5
1984      6
1985      7
1986      8
1987      9
1988      10
1989      11
1990      12
1991      13
```

You will need to use a loop from D to C and then a subtraction to get the age.

Electronic Calculators

ELECTRONIC CALCULATORS
-FAST FIGURES-

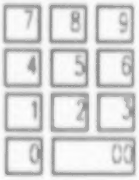
INTRODUCTION

If you were to step on a MAGIC CARPET going **BACKWARD** and take a peek into offices 85 years ago, you would see some huge adding-calculating machines.

Can you imagine a calculating machine that would do nothing more than add and had about a hundred number keys?

0 0 0 0 0 0 0 0 0 0
1 1 1 1 1 1 1 1 1 1
2 2 2 2 2 2 2 2 2 2
3 3 3 3 3 3 3 3 3 3
4 4 4 4 4 4 4 4 4 4
5 5 5 5 5 5 5 5 5 5
6 6 6 6 6 6 6 6 6 6
7 7 7 7 7 7 7 7 7 7
8 8 8 8 8 8 8 8 8 8
9 9 9 9 9 9 9 9 9 9

How many keys does the adding-calculating machine in your classroom have? Can you guess why it is called the "TEN KEY?" Some machines have an extra key with two zeros (double zeros, 00).



**Aren't you glad
that this amazing little machine
has completely replaced
the full-keyboard?**

Accountants, bookkeepers, payroll workers, statisticians, computer operators, architects, estimators, tellers, military office personnel, bankers, secretaries, word processors, and other workers use the ten-key. Many of these people have learned to operate the ten-key without watching their hands or looking at the keyboard.

This tremendous little machine can also subtract, multiply, and divide automatically with the press of a key!

You will have a chance to practice using the ten-key. If you like working with machines, you will want to learn to operate it by TOUCH (without looking at the keys). People who use **TOUCH OPERATION** on the ten key are very fast and usually make fewer mistakes.

I'm having fun!
THIS IS SUCH A FUN MACHINE!

You might become a WHIZ at it.

HAPPY KEYBOARDING ON THE TEN-KEY.

(You'll love it!)

ACTIVITY 1
HOME ROW

4, 5, 6

A ten-key calculator has three rows of number keys, a zero (0) key and function keys like add (+), subtract (-), multiply (x), and divide (-). There are other keys to subtotal ( ); to total (*); to clear (C) and to clear entry (CE).

In this activity you will be doing addition problems on the ten-key calculator. You will use the Non-add key (#) to number your problems, the Add Key (+), and the Total Key (*) to complete the problems. Find these keys now!

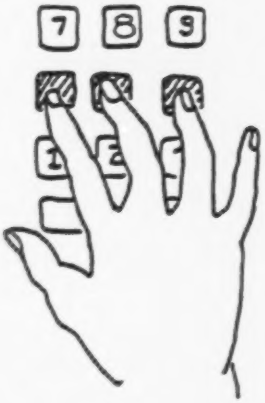
HOME ROW

4 5 6

Position your right hand (even if you are left handed) as shown in the picture below.

1. Place your **second finger** on the **5**. Can you feel the raised dot? That dot is to help you know if your fingers are on the right keys.
2. Place your **first finger** on the **4** key.
3. Place your **third finger** on the **6** key.
4. Place your **little finger** above the **add (=)** key.
5. Your **thumb** will operate the **zero (0)** key.

Your fingers are now in the HOME POSITION.



With the power **OFF**, move your fingers over the HOME KEYS; get the feel of the **4, 5, 6** and **add** (+) keys.

When you can strike these keys
without looking at your hand,
you're ready to move on!!

Locate the **on/off switch** (usually found on the right side or back of the machine). Turn on the machine.

Return your hand to the HOME POSITION. Press the 4, 5, 6 keys several times; say the numbers as you strike the keys.

Stop reading and try it now!
See how easy it is?

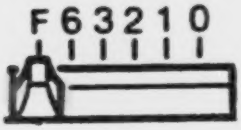
Press the **Total Key** (*) or (*T) with the finger closest to it. Not all calculators have the Total Key in the same place. Striking the Total Key before each problem clears (or cleans) the machine memory.

You will IMPROVE WITH PRACTICE, don't give up now!

Follow the instructions carefully below to begin your work on ACTIVITY 1. You will hand the tape in to your teacher for credit.

GOOD LUCK!

BEFORE BEGINNING, find out from your teacher where the "**DECIMAL LEVER**" is on your ten-key. All of the problems in this activity are whole numbers; set the decimal lever on "0."



BEST COPY AVAILABLE

1. **Clear the machine** by striking the Total (*) Key one time before beginning each problem.

2. To **number your problem:**
   a. Enter the number of the problem you are working on.
   b. Press the Non-add key (#).
   c. The number and a non-add symbol will print on the left side of the tape, but the number will not be added into the machine memory.

3. **Enter the numbers** in the first line of the problem and press the Add Key (+). Continue entering numbers until you have the entire problem in the machine.

4. **Press the Total Key (*)** at the end of each problem. If you happen to make a mistake, just cross out the wrong problem and try again until you get the answer in your booklet.

5. If possible, do not tear off the paper tape until you have completed **ALL PROBLEMS** in each activity.

Try to match your answer
with the answer given for each problem.

☞

If you accidentally enter a wrong number on the **keyboard**, press the CLEAR KEY (C or CE); then enter the correct number.

If you accidentally enter the wrong number into the **machine**, just subtract it out by pressing the **Minus Key.**

☺HAPPY KEYBOARDING!☺

```
#1·
      4·+
      5·+
      6·+
      4·+
      5·+
      6·+
     30·*
```

```
#2·
      6·+
      5·+
      4·+
      6·+
      5·+
      4·+
     30·*
```

```
#3·
      5·+
      4·+
      6·+
      4·+
      5·+
      4·+
      6·+
      5·+
     39·*
```

```
#4·
      6·+
      4·+
      5·+
      6·+
      5·+
      6·+
      5·+
      4·+
     41·*
```

```
#5·
      4·+
      5·+
      6·+
      4·+
      5·+
      6·+
      4·+
      5·+
     39·*
```

```
#6·
      5·+
      6·+
      4·+
      4·+
      6·+
      5·+
      4·+
     34·*
```

```
#7·
      4·+
      5·+
      6·+
      6·+
      5·+
      6·+
      4·+
      5·+
     41·*
```

```
#8·
     65·+
     44·+
     54·+
     64·+
     46·+
     45·+
    318·*
```

```
#9·
     46·+
     56·+
     55·+
     46·+
     54·+
     56·+
    313·*
```

```
#10·
     55·+
     45·+
     65·+
     64·+
     46·+
     44·+
    319·*
```

```
#11·
     64·+
     66·+
     46·+
     46·+
     45·+
     54·+
    321·*
```

```
#12·
     45·+
     56·+
     44·+
     56·+
     45·+
     64·+
     46·+
     54·+
    410·*
```

When a number appears twice or more in a row, hit the + key and it will add that number until you key the next number.

```
#13•
      56•+
      45•+
      64•+
      54•+
      64•+
      46•+
      45•+
      64•+
     438•*
```

```
#14•
      46•+
      55•+
      64•+
      56•+
      65•+
      45•+
      65•+
      54•+
     450•*
```

```
#15•
      65•+
      46•+
      55•+
      45•+
      56•+
      46•+
      65•+
      45•+
     423•*
```

```
#16•
      54•+
      45•+
      56•+
      65•+
      54•+
      56•+
      45•+
      65•+
     440•*
```

```
#17•
     445•+
     564•+
     456•+
     645•+
     654•+
     465•+
   3,229•*
```

```
#18•
     564•+
     454•+
     644•+
     444•+
     456•+
     546•+
   3,108•*
```

```
#19•
     655•+
     456•+
     465•+
     564•+
     566•+
     654•+
   3,360•*
```

```
#20•
     446•+
     544•+
     666•+
     654•+
     564•+
     454•+
   3,328•*
```

```
#21•
     456•+
     564•+
     654•+
     465•+
     546•+
     545•+
   3,230•*
```

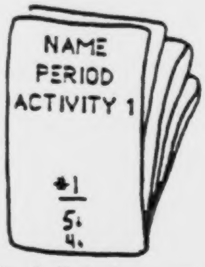
```
#22•
     645•+
     456•+
     564•+
     654•+
     465•+
     464•+
   3,248•*
```

```
#23•
      56•+
      54•+
      45•+
      45•+
      65•+
      65•+
     330•*
```

```
#24•
      66•+
     554•+
      44•+
       6•+
      56•+
     726•*
```

```
#25•
     446•+
      64•+
     546•+
       5•+
     456•+
   1,517•*
```

CONGRATULATIONS! You have just mastered the home row keys on the ten-key calculator!



ACTIVITY 2
TOP ROW
7, 8, 9

Turn your calculator off while you try the new reaches.

1. Place your right hand in the HOME POSITION--second finger covering the 5 key, first finger covering the 4 key and the third finger covering the 6 key. Be sure you feel the raised dot under your middle finger!

2. With your right hand in home position, reach UP to the 7 key with your first finger. (Keep your second and third fingers in their home positions.)

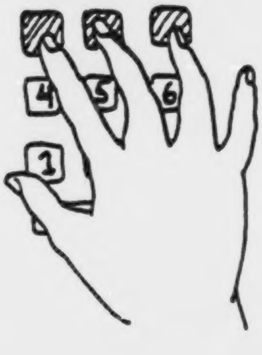
3. Move your second finger from the 5 key UP to the 8 key.

4. Move your third finger from the 6 key UP to the 9 key.

Keep the calculator turned off while you practice reaching from the **HOME POSITION** to the new **TOP ROW** keys--WITHOUT LOOKING AT YOUR HAND!

As you continue with ACTIVITY 2 problems, turn your machine on and try to use the "touch method." If you make a mistake, cross out the incorrect problem on your tape and try it again. You will use the Non-add Key (#) to number your problems, the Add Key (+) and the Total Key (*) to complete the problems.

YOU WILL BE MUCH FASTER
IF YOU TRY TO WATCH YOUR BOOKLET--
NOT YOUR HANDS!



```
#1.
          4.+
          7.+
          4.+
          7.+
          4.+
          7.+
          4.+
         37.*
```

```
#2.
          5.+
          8.+
          5.+
          8.+
          5.+
          8.+
          5.+
         44.*
```

```
#3.
          6.+
          9.+
          6.+
          9.+
          6.+
          6.+
          9.+
         51.*
```

```
#4.
          4.+
          7.+
          4.+
          5.+
          8.+
          4.+
          8.+
         40.*
```

```
#5.
          5.+
          8.+
          6.+
          9.+
          6.+
          7.+
          4.+
         45.*
```

```
#6.
          7.+
          7.+
          4.+
          7.+
          4.+
          4.+
          7.+
          7.+
         47.*
```

```
#7.
          8.+
          8.+
          5.+
          8.+
          5.+
          5.+
          8.+
          8.+
         55.*
```

```
#8.
          9.+
          6.+
          9.+
          6.+
          9.+
          9.+
          6.+
          6.+
         60.*
```

```
#9.
          7.+
          4.+
          8.+
          5.+
          9.+
          6.+
          4.+
          6.+
         49.*
```

```
#10.
          9.+
          6.+
          5.+
          8.+
          7.+
          4.+
          9.+
          5.+
         53.*
```

```
#11.
         47.+
         74.+
         47.+
         74.+
         47.+
         47.+
         74.+
         47.+
        457.*
```

```
#12.
         58.+
         85.+
         58.+
         85.+
         58.+
         58.+
         85.+
         58.+
        545.*
```

```
#13 •
          69 • +
          96 • +
          69 • +
          96 • +
          69 • +
          96 • +
          69 • +
          96 • +
         660 • *

#14 •
          49 • +
          67 • +
          85 • +
          46 • +
          98 • +
          48 • +
          86 • +
          58 • +
         537 • *

#15 •
          59 • +
          64 • +
          48 • +
          68 • +
          57 • +
          47 • +
          58 • +
          69 • +
         470 • *

#16 •
          74 • +
          47 • +
          74 • +
          47 • +
          74 • +
          74 • +
          47 • +
         437 • *
```

```
#17 •
          85 • +
          58 • +
          85 • +
          85 • +
          85 • +
          58 • +
          58 • +
         514 • *

#18 •
          96 • +
          69 • +
          96 • +
          69 • +
          96 • +
          96 • +
          69 • +
         591 • *

#19 •
         759 • +
         486 • +
         475 • +
         596 • +
         957 • +
         846 • +
         675 • +
       4,794 • *

#20 •
         748 • +
         459 • +
         684 • +
         585 • +
         696 • +
         786 • +
         967 • +
       4,925 • *

#21 •
         495 • +
         579 • +
         486 • +
         759 • +
         684 • +
         678 • +
         486 • +
       4,167 • *
```

```
#22 •
         474 • +
         567 • +
         784 • +
         586 • +
         947 • +
         854 • +
         946 • +
       5,158 • *

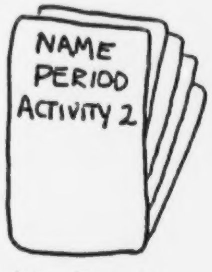
#23 •
         547 • +
         978 • +
         746 • +
         855 • +
         694 • +
         754 • +
         549 • +
       5,123 • *

#24 •
         597 • +
         864 • +
         574 • +
         965 • +
         579 • +
         469 • +
         756 • +
       4,804 • *

#25 •
         954 • +
         795 • +
         864 • +
         597 • +
         846 • +
         786 • +
         864 • +
       5,706 • *
```

YOU ARE
DOING
GREAT!

KEEP
IT UP!



ACTIVITY 3
BOTTOM ROW
1, 2, 3

Turn your calculator **off** while you try the new reaches.

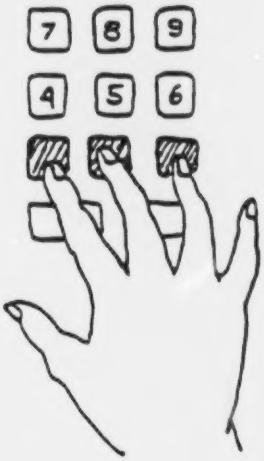
1. Place your right hand in **HOME POSITION**--second finger covering the 5 key, first finger covering the 4 key and the third finger covering the 6 key. Be sure you feel the raised dot under the middle finger!

2. With your right hand in home position, reach DOWN to the 1 key with your **first finger**. (Keep your second and third fingers in their home positions.)

3. Move your **second finger** from the 5 key DOWN to the 2 key.

4. Move your **third finger** from the 6 key DOWN to the 3 key.

Keep the calculator turned **off** while you practice reaching from the **HOME POSITION** to the new **BOTTOM ROW** keys WITHOUT LOOKING AT YOUR HAND!!



```
#1·
          4·+
          1·+
          4·+
          1·+
          4·+
          1·+
          4·+
          1·+
          4·+
         24·*
```

```
#2·
          5·+
          2·+
          5·+
          2·+
          5·+
          2·+
          5·+
          2·+
          5·+
         33·*
```

```
#3·
          6·+
          3·+
          6·+
          3·+
          6·+
          3·+
          6·+
          3·+
          6·+
         42·*
```

```
#4·
          4·+
          1·+
          4·+
          5·+
          2·+
          6·+
          3·+
          4·+
          3·+
         32·*
```

```
#5·
          5·+
          2·+
          6·+
          3·+
          6·+
          4·+
          3·+
          1·+
          2·+
         32·*
```

```
#6·
          4·+
          1·+
          4·+
          1·+
          4·+
          1·+
          1·+
          1·+
          4·+
         21·*
```

```
#7·
          5·+
          2·+
          5·+
          2·+
          5·+
          2·+
          2·+
          2·+
          5·+
         30·*
```

```
#8·
          6·+
          3·+
          6·+
          3·+
          6·+
          3·+
          3·+
          3·+
          6·+
         39·*
```

```
#9·
          1·+
          4·+
          1·+
          3·+
          5·+
          2·+
          3·+
          6·+
          4·+
         29·*
```

```
#10·
          3·+
          2·+
          1·+
          4·+
          6·+
          3·+
          4·+
          3·+
          6·+
         32·*
```

```
#11·
         41·+
         14·+
         41·+
         14·+
         41·+
         14·+
         41·+
         14·+
         41·+
        261·*
```

```
#12·
         52·+
         25·+
         52·+
         25·+
         52·+
         25·+
         52·+
         25·+
         52·+
        360·*
```

```
#13•
        63•+
        36•+
        63•+
        36•+
        63•+
        36•+
        63•+
        36•+
        63•+
       459•*
```

```
#14•
        42•+
        51•+
        63•+
        54•+
        61•+
        72•+
        54•+
        23•+
        46•+
       466•*
```

```
#15•
        25•+
        36•+
        14•+
        53•+
        62•+
        41•+
        25•+
        36•+
        14•+
       306•*
```

```
#16•
        41•+
        41•+
        14•+
        41•+
        14•+
        14•+
        14•+
        41•+
        41•+
       261•*
```

```
#17•
        25•+
        25•+
        52•+
        25•+
        52•+
        52•+
        25•+
        52•+
        25•+
       333•*
```

```
#18•
        63•+
        63•+
        36•+
        63•+
        36•+
        36•+
        63•+
        36•+
        63•+
       459•*
```

```
#19•
        42•+
        25•+
        51•+
        36•+
        63•+
        14•+
        54•+
        53•+
        61•+
       399•*
```

```
#20•
        62•+
        72•+
        41•+
        54•+
        25•+
        28•+
        36•+
        46•+
        14•+
       378•*
```

```
#21•
       417•+
       147•+
       714•+
       582•+
       825•+
       427•+
       471•+
       284•+
     3,867•*
```

```
#22•
       258•+
       693•+
       936•+
       369•+
       597•+
       368•+
       258•+
       397•+
     3,876•*
```

```
#23•
       186•+
       429•+
       753•+
       927•+
       681•+
       254•+
       369•+
       184•+
     3,783•*
```

```
#24•
       324•+
       687•+
       729•+
       456•+
       867•+
       183•+
       741•+
       863•+
     4,850•*
```

ACTIVITY 4
1, 2, 3, 4, 5, 6, 7, 8, 9

Look at how much you've learned in just a short time! This activity will be easy!

```
#1•
        775•+
        777•+
        477•+
        775•+
        474•+
        657•+
        575•+
        777•+
      5,287•*
```

```
#2•
        745•+
        776•+
        677•+
        547•+
        774•+
        577•+
        767•+
        774•+
      5,637•*
```

```
#3•
        475•+
        575•+
        677•+
        774•+
        476•+
        575•+
        477•+
        776•+
      4,805•*
```

```
#4•
        115•+
        611•+
        141•+
        166•+
        511•+
        161•+
        111•+
        151•+
      1,967•*
```

```
#5•
        115•+
        514•+
        611•+
        114•+
        145•+
        151•+
        164•+
        111•+
      1,925•*
```

```
#6•
        116•+
        411•+
        111•+
        515•+
        611•+
        154•+
        511•+
        114•+
      2,543•*
```

```
#7•
        444•+
        777•+
        111•+
        117•+
        114•+
        411•+
        711•+
        147•+
      2,832•*
```

```
#8•
        771•+
        177•+
        417•+
        444•+
        714•+
        147•+
        411•+
        741•+
      3,822•*
```

```
#9•
        417•+
        141•+
        471•+
        147•+
        444•+
        777•+
        174•+
        717•+
      3,288•*
```

```
#10•
        471•+
        141•+
        417•+
        174•+
        111•+
        147•+
        717•+
        171•+
      2,349•*
```

```
#11•
        888•+
        855•+
        588•+
        858•+
        555•+
        558•+
        585•+
        885•+
      5,772•*
```

```
#12•
        685•+
        586•+
        874•+
        876•+
        887•+
        687•+
        458•+
        448•+
      5,501•*
```

```
#13•
         222•+
         552•+
         255•+
         525•+
         552•+
         252•+
         522•+
         555•+
       3,435•*
```

```
#14•
         282•+
         258•+
         452•+
         726•+
         582•+
         221•+
         612•+
         128•+
       3,261•*
```

```
#15•
         852•+
         258•+
         825•+
         285•+
         582•+
         528•+
         885•+
         228•+
       4,443•*
```

```
#16•
         528•+
         582•+
         258•+
         852•+
         825•+
         285•+
         858•+
         282•+
       4,470•*
```

```
#17•
         696•+
         969•+
         996•+
         666•+
         966•+
         999•+
         966•+
         699•+
       6,957•*
```

```
#18•
         669•+
         969•+
         699•+
         996•+
         999•+
         696•+
         966•+
         669•+
       6,663•*
```

```
#19•
         859•+
         976•+
         587•+
         987•+
         994•+
         985•+
         594•+
         789•+
       6,771•*
```

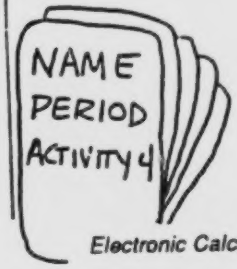
```
#20•
         336•+
         363•+
         666•+
         633•+
         366•+
         636•+
         663•+
         333•+
       3,996•*
```

```
#21•
         973•+
         312•+
         329•+
         136•+
         837•+
         543•+
         136•+
         963•+
       4,229•*
```

```
#22•
         369•+
         936•+
         669•+
         336•+
         639•+
         966•+
         339•+
         663•+
       4,917•*
```

```
#23•
         333•+
         666•+
         999•+
         369•+
         963•+
         639•+
         693•+
         336•+
       4,998•*
```

```
#24•
         636•+
         396•+
         669•+
         336•+
         369•+
         696•+
         339•+
         663•+
       4,104•*
```



ACTIVITY 5
0 AND REVIEW

Turn your calculator **off** while you try the new reach.

1. Place your right hand in **HOME POSITION**--second finger on the 5, first finger on the 4 and the third finger on the 6.
2. Move your right thumb DOWN to the 0 (zero) and the 00 (double zero). The double zero is used when entering numbers such as 100.
3. With your machine off, practice reaching with your thumb to the 0 and the 00. When you think you have it, turn on your machine and begin your activity.

```
#1•
      100•+
      205•+
      600•+
      340•+
      709•+
    1,954•*
```

```
#2•
      207•+
      109•+
      405•+
      807•+
      203•+
    1,731•*
```

```
#3•
      500•+
      908•+
      400•+
      300•+
      804•+
     2,912•*
```

```
#4•
      500•+
      806•+
      903•+
      804•+
      400•+
    3,413•*
```

```
#5•
      135•+
      759•+
      486•+
      426•+
      593•+
      157•+
      391•+
      728•+
    3,675•*
```

```
#6•
      908•+
      623•+
      497•+
      418•+
      645•+
      209•+
      571•+
      156•+
    4,027•*
```

```
#7•
      200•+
      720•+
      630•+
      501•+
    2,051•*
```

```
#8•
      823•+
       32•+
      482•+
       13•+
        2•+
       91•+
      471•+
        5•+
    1,919•*
```

```
#9•
       76•+
      591•+
       41•+
       72•+
        6•+
      257•+
       33•+
       99•+
    1,175•*
```

```
#10·
             743·+
              29·+
             192·+
             551·+
             763·+
              84·+
              23·+
             883·+
           3,268·*
```

```
#11·
             502·+
              54·+
             731·+
             589·+
             592·+
              36·+
               4·+
             701·+
           3,209·*
```

```
#12·
              83·+
             312·+
             829·+
               4·+
              75·+
             283·+
             415·+
             266·+
           2,267·*
```

```
#13·
               2·+
             937·+
              74·+
             399·+
             872·+
             964·+
             787·+
             611·+
           4,646·*
```

```
#14·
             154·+
              48·+
             822·+
             491·+
             539·+
             236·+
              77·+
             278·+
           2,645·*
```

```
#15·
             451·+
             739·+
             213·+
             137·+
             291·+
             175·+
             931·+
             236·+
           3,173·*
```

```
#16·
             963·+
             604·+
             562·+
             741·+
             654·+
             565·+
           4,089·*
```

```
#17·
              22·+
               2·+
             111·+
              13·+
             213·+
              31·+
             392·*
```

```
#18•
         23•+
          3•+
        123•+
        221•+
        322•+
        112•+
        804•*

#19•
        323•+
        231•+
        131•+
        122•+
        323•+
        313•+
      1,443•*

#20•
        203•+
        508•+
        606•+
        507•+
        901•+
      2,725•*

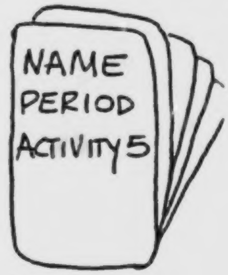
#21•
      2,003•+
      6,082•+
      2,109•+
      9,004•+
      6,785•+
     25,983•*

#22•
        588•+
        606•+
        901•+
        106•+
        808•+
      3,009•*
```

```
#23•
      9,903•+
      5,109•+
      1,054•+
      6,072•+
      2,007•+
     24,145•*

#24•
        783•+
        403•+
        302•+
        806•+
        207•+
      2,501•*

#25•
        378•+
        198•+
        188•+
        895•+
        647•+
        983•+
      3,289•*
```



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ACTIVITY 6
SUBTRACT

Have you ever tried looking for a needle in a haystack or a submarine in the ocean? If you haven't been too successful, NEVER FEAR! Finding the Subtraction Key is VERY NEAR!

The Subtraction Key (-) is usually located to the right of the six and the nine keys. Find it now on your keypad. You should press the Subtraction Key with the little finger on your right hand.

To begin, remember to follow these steps:

1. Clear the machine. (*) *
2. Enter the number 1
3. Press the Non-add key (#) #
4. Enter the TOP number and press the **ADD Key (+)** 95+
5. Enter the **BOTTOM** number and press the **Minus Key (-)** 84- (This number will be red.)
6. Press the **TOTAL KEY (*)** 11*

Check to make sure you get the correct answer. If you do a problem incorrectly, cross it out and try again. Good Luck!

```
#1•
          95••+
          84••-
          11••*

#2•
          78••+
          40••-
          38••*

#3•
          26••+
          18••-
           8••*

#4•
          90••+
          76••-
          14••*

#5•
          85••+
          39••-
          46••*

#6•
         829••+
         783••-
          46••*

#7•
         735••+
         650••-
          85••*

#8•
         820••+
         724••-
          96••*

#9•
         763••+
         538••-
         225••*
```

```
#10•
         624••+
         356••-
         268••*

#11•
       7,826••+
       6,905••-
         921••*

#12•
       5,648••+
       4,837••-
         811••*

#13•
       6,702••+
       5,618••-
       1,084••*

#14•
       6,416••+
       5,724••-
         692••*

#15•
       9,608••+
       8,970••-
         638••*

#16•
         567••+
         321••-
         246••*

#17•
         487••+
         129••-
         358••*

#18•
         928••+
         435••-
         493••*
```

```
#19.
          302.+
          194.-
          108.*

#20.
        3,789.+
        4,176.-
        1,613.*

#21.
       38,784.+
       21,743.-
       17,041.*

#22.
        7,395.+
        7,256.-
          139.*

#23.
        2,883.+
        2,626.-
          257.*

#24.
          618.+
          424.-
          194.*

#25.
        1,650.+
        1,227.-
          423.*

#26.
        2,002.+
           30.-
        1,972.*

#27.
        8,310.+
          834.-
        7,476.*
```

```
#28.
        7,728.+
          235.-
        7,493.*

#29.
          207.+
           28.-
          179.*

#30.
        4,015.+
          388.-
        3,627.*

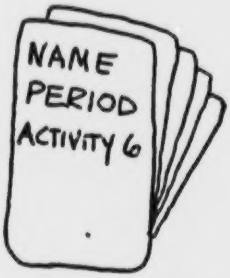
#31.
          814.+
           32.-
          782.*

#32.
        3,785.+
          756.-
        3,029.*

#33.
        2,203.+
          812.-
        1,391.*

#34.
        9,220.+
          648.-
        8,572.*

#35.
        7,424.+
          580.-
        6,844.*
```



ACTIVITY 7
MULTIPLY

Now that you have used the add and subtract functions on the ten-key calculator, it's time to work with **multiplication**. You will now use all the number keys, the Multiplication Key (x), and the Equals Key (=) to complete the following problems.

☞

"X" marks the spot on your calculator
and is used for MULTIPLICATION!

The Multiplication Key (x) is located on the right side of the calculator. In order to multiply on a ten-key calculator follow these steps:

1.	Enter the top number (multiplicand).	9
2.	Press the **Multiplication Key (x)**. (Use your right little finger to strike the "x")	X
3.	Enter the bottom number (multiplier).	5
4.	Press the Equals Key (=). Use your right little finger to strike the "=". (+/=)	=
5.	The calculator does the rest, and your answer (the product) appears!	45

REVIEW THE STEPS ABOVE BEFORE TRYING THE MULTIPLICATION PROBLEMS BELOW.

IT'S A LITTLE TRICKY, BUT
YOU CAN DO IT!!

```
#1.
          9.x
          5.=
         45.*
#2.
          7.x
          6.=
         42.*
#3.
          3.x
          4.=
         12.*
#4.
          5.x
          8.=
         40.*
#5.
          6.x
          0.=
          0.*
#6.
         29.x
         97.=
      2,813.*
#7.
         37.x
         45.=
      1,665.*
#8.
         15.x
         23.=
        345.*
#9.
         64.x
         78.=
      4,992.*
```

```
#10.
           58.x
           69.=
        4,002.*
#11.
          483.x
          218.=
      105,294.*
#12.
          271.x
          680.=
      184,280.*
#13.
          652.x
          927.=
      604,404.*
#14.
          943.x
          864.=
      814,752.*
#15.
          508.x
          831.=
      422,148.*
#16.
           96.x
            8.=
          768.*
#17.
          332.x
          203.=
       67,396.*
#18.
          682.x
          214.=
      145,948.*
```

```
#19•
        5,318•x
           57•=
      303,126•*

#20•
        7,785•x
          134•=
    1,043,190•*

#21•
          856•x
          470•=
      402,320•*

#22•
        2,037•x
           64•=
      130,368•*

#23•
          320•x
           66•=
       21,120•*

#24•
           18•x
            5•=
           90•*

#25•
          542•x
          147•=
       79,674•*

#26•
           58•x
           53•=
        3,074•*
```

```
#27•
           48•x
           35•=
        1,680•*

#28•
          152•x
            7•=
        1,064•*

#29•
        5,566•x
            5•=
       27,830•*

#30•
           57•x
           28•=
        1,596•*

#31•
          508•x
           72•=
       36,576•*

#32•
           50•x
           10•=
          500•*

#33•
          217•x
            9•=
        1,953•*

#34•
          372•x
           86•=
       31,992•*

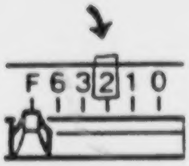
#35•
           51•x
           89•=
        4,539•*
```

NAME
PERIOD
ACTIVITY 7

ACTIVITY 8
DIVISION

SPECIAL NOTE:

There is one more lever on your ten-key calculator that you need to explore.



Whenever you are working with dollars and cents <u>or</u> whenever you are working with a decimal point, you will need to adjust the **<u>DECIMAL LEVER</u>** on the ten-key.

This lever is usually located at the top of your ten-key. Most decimal levers allow you to set the machine for 1 or more decimal places. (This is how many numbers will print after the decimal point.)

You need to set the decimal lever to **<u>"2 decimal places"</u>** so that your answers will be rounded to the nearest hundredth as shown below:

```
29.00 ÷
    7 =           29.00 ÷ 7 = 4.14
-------
 4.14
```

Be sure to <u>clear your machine memory</u> and
<u>number each problem</u> as you do the
division section.

```
#1.
        29.÷
         7.=
      4.14*

#2.
        80.÷
         3.=
     26.67*

#3.
        14.÷
         5.=
      2.80*

#4.
        85.÷
         6.=
     14.17*

#5.
        73.÷
         8.=
      9.13*

#6.
       597.÷
        15.=
     39.80*

#7.
       963.÷
         3.=
    321.00*

#8.
       768.÷
         5.=
    153.60*

#9.
       614.÷
         6.=
    102.33*
```

```
#10.
       572.÷
         8.=
     71.50*

#11.
       853.÷
        64.=
     13.33*

#12.
       740.÷
         3.=
    246.67*

#13.
       967.÷
         5.=
    193.40*

#14.
       630.÷
         6.=
    105.00*

#15.
       754.÷
         8.=
     94.25*

#16.
     1,411.÷
        17.=
     83.00*

#17.
     1,271.÷
        41.=
     31.00*

#18.
     1,872.÷
        52.=
     36.00*
```

```
#19·
        2,310·+
           70·=
        33·00*

#20·
        1,860·+
           30·=
        62·00*

#21·
        1,170·+
           18·=
        65·00*

#22·
          100·+
            6·=
        16·67*

#23·
          837·+
           21·=
        39·86*

#24·
        2,385·+
           76·=
        31·38*

#25·
        2,504·+
          356·=
         7·03*

#26·
          632·+
          530·=
         1·19*
```

```
#27·
        4,816·+
          147·=
        32·76*

#28·
        3,018·+
          328·=
         9·20*

#29·
        1,510·+
          485·=
         3·11*

#30·
        4,806·+
           45·=
       106·80*

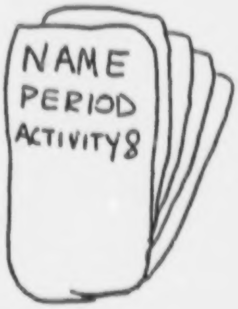
#31·
       26,563·+
          487·=
        54·54*

#32·
          193·+
            7·=
        27·57*

#33·
           20·+
           12·=
         1·67*

#34·
        1,325·+
           85·=
        15·59*

#35·
        5,652·+
          274·=
        20·63*
```



ACTIVITY 9
FLOATING DECIMAL

Stop and think for a moment of the many places you have seen people using a ten-key calculator.

The secretary in your school office probably uses one daily. Do the lunchroom people in your school use a ten-key? Small home businesses that do not have cash registers would need one, as well as banks, credit unions and sales people.

People who work with computers often use a ten-key pad at the right of the computer keyboard to enter statistical data easily.

MOST COMPUTERS HAVE A TEN-KEY PAD

✓ SPECIAL NOTE:

Use the **floating decimal** on your ten-key.

There should be an "F" as one of the **decimal positions** at the top of your ten-key. The "F" stands for **FLOATING DECIMAL."**

Move the lever to the F. This setting will adjust the machine for whatever decimal point you need. Watch as your ten-key "floats" the decimal point in the problems.

In order to see if you've been learning, notice that the problems below are written **WITHOUT** giving you clues as to which keys to press.

GOOD LUCK!

**DON'T LET THAT OLD DECIMAL GET YOU DOWN.
Do your best to get the right answer the
First Time:**

ADDITION:

```
#1•
     12•9+
     11•4+
     24•3*
```

```
#2•
    17•32+
    40•98+
     58•3*
```

```
#3•
   2,454•+
   6,940•+
   9,394•*
```

```
#4•
    3•375+
    2•199+
    5•574*
```

```
#5•
     0•22+
     5•25+
     5•47*
```

```
#6•
     4•73+
      36•+
     8•07+
     0•06+
     0•63+
     0•99+
     0•58+
      4•5+
     0•53+
     0•27+
    56•36*
```

```
#7•
       0•7+
      2•65+
       0•1+
      0•51+
      7•14+
     45•21+
      0•96+
      3•58+
      7•43+
      0•61+
     68•89*
```

```
#8•
      0•352+
     93•402+
      0•268+
      0•047+
      0•314+
      7•231+
       0•41+
      5•327+
      3•745+
      0•366+
    111•462*
```

```
#9•
  4,318•217+
      0•763+
     32•616+
      1•822+
      0•751+
      0•175+
   1,325•01+
       5•87+
       2•02+
       7•14+
  5,694•384*
```

REMEMBER:

DON'T LOOK
AT YOUR
HANDS

```
#10•
      47•87+
      84•36+
       1•42+
      82•54+
      58•65+
     501•23+
     854•23+
     951•48+
      56•27+
      84•61+
   2,722•66*
```

SUBTRACTION:

```
#11•
     12•96+
     11•44-
      1•52*
```

```
#12•
     40•98+
     17•32-
     23•66*
```

```
#13•
      694•+
     245•4-
     448•6*
```

```
#14•
     3•375+
     2•199-
     1•176*
```

```
#15•
      5•25+
      0•22-
      5•03*
```

```
#16•
    624•88+
     95•25-
    529•63*
```

DON'T LET THAT OLD DECIMAL GET YOU DOWN.
Do your best to get the right answer the FIRST TIME!

#17.
487.32+
73.07-
414.25*

#18.
2,853.15+
2,406.55-
446.6*

#19.
926.42+
925.6-
0.82*

#20.
53.78+
26.02-
27.76*

MULTIPLICATION:

#21.
12.96x
11.44=
148.2624*

#22.
17.32x
40.98=
709.7736*

#23.
24.54x
69.40=
1,703.076*

#24.
33.75x
21.99=
742.1625*

#25.
5.25x
0.22=
1.155*

#26.
372.5x
0.868=
323.33*

#27.
51.1x
0.89=
45.479*

#28.
502.02x
88.76=
44,559.2952*

#29.
42.22x
0.978=
41.29116*

#30.
101.14x
3.33=
336.7962*

DIVISION:

#31.
98.33÷
4.6=
21.3760869565*

#32.
75.12÷
0.02=
3,756.*

#33.
4.85÷
9.=
0.53888888888*

#34.
8.40÷
3.5=
2.4*

#35.
3,600.÷
12.=
300.*

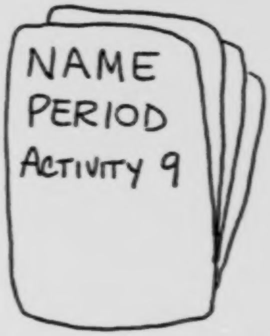
#36.
565.29÷
274.267=
2.0610937517*

#37.
448.66÷
47.=
9.5459574468*

#38.
87.543÷
16.225=
5.39556240369*

#39.
312.25÷
17.4=
17.9454022988*

#40.
7,642.6÷
244.2=
31.2964782964*



Name ______________________________ Period ______

Score ______

ACTIVITY 10
THE TEACHER'S AIDE

Let's put your new skills to work right here at school. Today you will become my Teacher's Aide. This job requires accuracy so feel free to go back over your work if necessary. Many people are employed in clerical positions and enjoy this kind of work. BE SURE TO ATTACH THE TAPE TO THIS ACTIVITY WHEN COMPLETED!

Add the total number of points for each student listed below. When each student has a total, add all the totals and then find the class average.

NAME	ASSIGNMENTS SCORES													TOTAL
1. ALICE	78	81	75	89	83	90	86	70	78	91	67	75	100	
2. BOB	67	78	69	90	84	72	84	80	68	85	83	65	92	
3. CHARLEY	90	100	91	98	86	93	79	82	76	100	86	90	100	
4. DEEDEE	65	78	72	81	78	60	63	70	68	75	69	78	79	
5. EMILY	81	68	74	95	87	79	86	90	65	75	79	84	70	
6. FRANK	59	70	63	75	60	69	74	62	79	50	66	72	73	
7. GEORGE	100	78	67	90	85	98	85	90	84	88	92	98	100	
8. HEIDI	80	75	89	90	93	79	98	75	72	94	88	70	96	
9. ILENE	50	55	61	70	49	58	65	71	70	64	59	63	61	
10. JESSE	88	78	92	85	100	79	86	98	95	90	87	92	100	
11. KATHY	72	67	75	64	60	65	70	66	50	67	70	67	75	
12. LUCY	90	75	81	78	91	87	79	82	75	84	0	71	80	
13. MONICA	66	78	67	75	60	71	69	73	79	75	67	68	70	
14. NATHAN	100	99	98	100	94	89	82	97	99	100	89	91	95	
15. OLIVIA	100	96	98	96	100	90	87	99	95	95	89	86	91	
16. PETER	44	62	65	50	67	63	59	0	61	63	59	58	60	
17. QUINN	78	75	80	79	65	71	78	79	83	79	80	76	72	
18. RUSSELL	81	89	94	91	94	98	89	90	94	89	95	89	85	
19. STACEY	69	71	65	76	72	78	69	77	81	79	75	80	75	
20. TED	76	79	75	68	71	79	82	76	80	85	78	81	79	

TOTAL POINTS ——————→ __________

CLASS AVERAGE (TOTAL POINTS DIVIDED BY 20) ————→ __________

Name ______________________________ Period _______________

Score _______________

ACTIVITY 11
SMART SHOPPING

PART 1 - COMPARISON SHOPPING

Four stores recently ran an add in the local newspapers advertising their specials. Without a calculator, it would be difficult to tell which store would save you the most money. Your task is to figure the total spent at each store if you purchased all 20 items. Then determine which store saves you the most money and how much!

Be sure to attach your tape to this activity.

PRODUCT	MIGHTY BIG MARKET	NO FRILLS MARKET	SUPER DUPER MARKET	FUN & GAMES MARKET
Cheerios, 10 oz.	$1.33	$1.99	$1.33	$1.33
Kellogg's Corn Flakes	1.09	1.39	2.15	1.29
Kraft Macaroni & Cheese	.45	.49	.49	.47
Folger's Coffee	7.55	6.95	6.73	7.39
Campbell's Chicken Soup	.37	.47	.37	.37
Campbell's Tomato Soup	.30	.34	.30	.30
Star-Kist Tuna, 6.5 oz.	.59	1.19	.89	1.09
Best Foods Mayonnaise	1.89	1.99	1.89	1.77
Era Laundry Det., 1 gal.	8.49	7.49	8.53	8.49
Crest Toothpaste, 7 oz.	2.19	2.29	1.79	1.79
Whole Sun Orange Juice	1.17	1.19	.99	.88
Totino's Frozen Pizza	.99	2.69	1.09	1.09
Ground Beef, 1 lb.	.79	1.55	.98	1.08
Oscar Mayer Bologna	1.67	1.89	1.99	1.73
Coke, 8-16 oz. bottles	2.09	2.59	2.17	2.09
Imperial Margarine, 1 lb.	.89	.75	.89	.79
Welch's Grape Jelly	1.49	1.69	1.55	1.09
Newman's Salad Dressing	1.39	1.19	1.24	1.59
Twinkies	1.19	1.24	1.09	.99
2% Lowfat Milk, 1 gal.	1.39	1.19	1.56	1.29
TOTALS------→				

Which store has the lowest total: _______________ What is the difference between the lowest and the next lowest total? _______________

ACTIVITY 11

Part 2 MULTIPLE PRICE ITEMS

Grocery stores sell many items in groups of two, three, four, etc., for one price. These are called multiple price items. For example, a store may sell three cans of corn for $1.00. Some customers, however, buy only one can, not all three. When this happens, the checker must be able to quickly compute the exact price to be charged.

To figure the single price on multiple price items:

1. **put the decimal lever on 2**
2. divide the total price by the number of units
3. EXAMPLE: $1.00 ÷ 3 = $.34

First, try to compute the single price for the following items in your head. Then use a 10 key calculator to double check your answers.

1. 1 can of corn at 2 for $.69 ________ ($.69 ÷ 2 =)
2. 1 pack of gum at 2 for $.29 ________
3. 1 bottle of pop at 6 for $1.79 ________
4. 1 bunch of radishes at 2 for $.25 ________
5. 1 green pepper at 2 for $.19 ________
6. 1 loaf of bread at 3 for $.99 ________
7. 1 popsicle at 10 for $1.49 ________
8. 1 can of lemonade at 4 for $.99 ________
9. 1 candy bar at 2 for $.74 ________
10. 1 box of rice at 3 for $2.29 ________
11. 1 can of soup at 2 for $.57 ________
12. 1 cake mix at 2 for $1.39 ________
13. 1 head of lettuce at 3 for $.95 ________
14. 1 donut at 6 for $.85 ________
15. 1 can of peaches at 3 for 1.79 ________

Name ______________________________ Period ____________

Score ____________

ACTIVITY 12
INVOICE

As the SHIPPING CLERK, you must fill orders for the SWEET TOOTH CANDY COMPANY. Your company sends different kinds of candy to all parts of the country.

Below is an **INVOICE** (a bill) to a customer in New York. Parts of the invoice have been filled in, but you must complete the invoice so the merchandise can be sent to the ABC Candy Company. Write the correct answer in each blank below.

Directions: Find the answers in each column by following these directions:

1. Set the decimal lever at 2. Be sure to enter the decimal point in each problem.
2. To find **QUANTITY**: Divide the Total Price by the Unit Price (62.50 + 12.50 = 5.00)
3. To find **UNIT PRICE**: Divide the Total Price by the Quantity (62.50 ÷ 5 = 12.50)
4. To find **TOTAL PRICE:** Multiply the Quantity by the Unit Price (12.50 x 5 = 62.50)
5. To find **COLUMN TOTALS:** Add all the numbers in a column together

SWEET TOOTH CANDY COMPANY
555 MAIN STREET
SOMEWHERE, UT 84011

TO: ABC CANDY COMPANY
837 Madison Avenue
New York, NY 10021

Order No. 100
Date: 07/09/90
Terms: Net 30 days

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
5	Creme delux	12.50	62.50
50	Chocolate bon bons	7.33	
	Filled Mints	3.59	14.36
20	Peppermint twists		35.20
35	Nutty crunches	2.40	
	Chewy caramel bars	1.99	29.85
25	Marshmellow delites		124.75
30	Chocolate mint creams	5.65	
	Rocky, bumpy roads	3.33	33.30
12	Coconut squares		33.00
TOTALS =============»			

Name ____________________________ Period __________

Score __________

ACTIVITY 13
FIGURING SALE PRICE

You are working as a SALES CLERK in a small department store. You are excited because today is the beginning of the largest sale of the year! Your job is to figure the amount of DISCOUNT and the new SALE PRICE on the items customers bring to your register.

Directions: Find the answers in each column by following these directions:

1. Change the decimal lever to 2.
2. Notice you have a % (percent) key on your machine. You will use this key for this activity.
3. Enter 25.00 and press the X (multiply) key.
4. Enter 25 and press the % (percent) key. Your tape should look like this:

```
25.00 x
  25%
 6.25*
```

This is the answer for Amount of Discount (Column #4)

5. To find the new Sale Price (Column #5) simply press the - (minus or subtract) key. Your tape should look like this:

```
 6.25-
18.75*
```

Be sure you attach the tape to the worksheet.

ITEM	ORIGINAL PRICE	PERCENT OF DISCOUNT	AMOUNT OF DISCOUNT	SALE PRICE
Pants	$ 25.00	25%	$ 6.25	$18.75
Shoes	55.00	33%	________	________
Tennis Balls	4.50	5%	________	________
Computer	2,000.00	10%	________	________
Disks (10)	29.99	45%	________	________
Basketball	49.78	25%	________	________
Bedspread	250.00	50%	________	________
Lawn Mower	749.99	35%	________	________
Dress	79.50	30%	________	________
Suit	549.98	15%	________	________
Watch	65.00	30%	________	________
Infant Shirt	7.99	10%	________	________
Knit Top	13.99	35%	________	________
Bath Towels	9.00	40%	________	________
Swimsuit	46.50	35%	________	________

Name ______________________________ Period ____________

Score ____________

ACTIVITY 14

As the STOCK CLERK for the FAR WEST store, you must work late tonight changing prices on the items that will go on sale tomorrow. Each item has a sales tag. Your job is to write the correct sales price on the tag.

Directions: Find the answers by following these steps:

1. Change the decimal lever to 2.
2. Notice you have a % (percent) key on your machine. You will use this key for this activity.
3. Enter the price of the item **(39.99)–be sure to enter the decimal point in each of the numbers** and press the X (multiply) key.
4. Enter 20 and press the % (percent) key. This will give you the amount of the discount for the item.
5. Now press the - (subtract) key. Your tape should look like this:

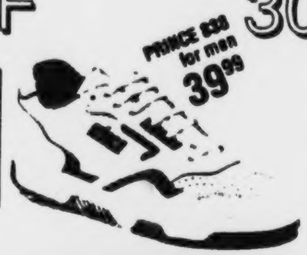
```
39.99 x
   20%
 7.99*

 7.99-
32.00*
```

Follow these directions for each of the following tags.

Be sure to attach the tape before handing in the assignment for K.A.S.H.

20% OFF 30% OFF



$\$87^{97}$

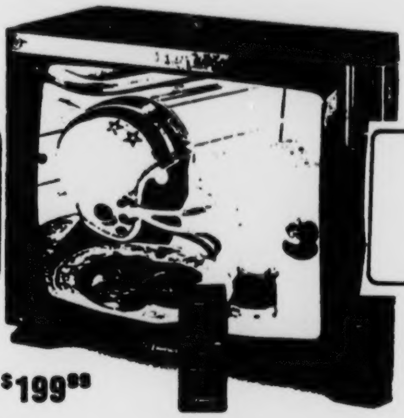
ACTIVITY 14

40% OFF

Werther's
Original

60% OFF

1.29
WERTHER'S ORIGINALS



$\$199^{99}$

Wilson
OFFICIAL
SIZE-WEIGHT

WILSON Jordan
MVP Basketball
24^{99}

Secret
SURE

1.33

Name ______________________ Period __________

Score __________

ACTIVITY 15
WHIZ KID

How much is a MILLION? The correct answer to this problem is 1,000,000. If you can get this answer on a ten-key in 60 seconds or less, you are a WHIZ KID! I will pay $100 if you can accomplish this task in 60 seconds. If you can do it in 90 seconds, you are doing great too! I will pay $50 if you can accomplish this in 90 seconds.

You may practice adding the numbers in the problem below until you feel ready to be timed. You will be paid for speed and accuracy. Just be sure to make arrangements with your teacher before the timed drill begins.

GOOD LUCK!

TRY NOT TO LOOK AT YOUR HANDS AND YOU'LL GO A LOT FASTER!

50,695+
36,972+
78,731+
27,963+
49,528+
27,321+
56,578+

43,738+
61,419+
73,562+
29,578+
34,813+
37,610+
76,836+

45,702+
28,019+
21,348+
42,913+
27,067+
85,742+
63,865+

CONGRATULATIONS!

This is to certify that ______________________ is a

TEN-KEY CALCULATOR "WHIZ KID!"

This honor was accomplished by adding the above numbers accurately in ____ seconds.

______________________ Instructor

______________ Date

BONUS ACTIVITY A

```
#1 •
            814 • +
             32 • -
            782 • *

#2 •
          3,785 • +
            756 • -
          3,029 • *

#3 •
          2,203 • +
            812 • -
          1,391 • *

#4 •
          9,220 • +
            648 • -
          8,572 • *

#5 •
          7,424 • +
            580 • -
          6,844 • *

#6 •
            483 • X
            218 • =
        105,294 • *

#7 •
            271 • X
            680 • =
        184,280 • *

#8 •
            652 • X
            927 • =
        604,404 • *

#9 •
            943 • X
            864 • =
        814,752 • *
```

```
#10 •
            508 • X
            831 • =
        422,148 • *

#11 •
             96 • X
              8 • =
            768 • *

#12 •
            332 • X
            203 • =
         67,396 • *

#13 •
            682 • X
            214 • =
        145,948 • *

#14 •
             16 • X
              5 • =
             90 • *

#15 •
            542 • X
            147 • =
         79,674 • *

#16 •
             58 • X
             53 • =
          3,074 • *

#17 •
             48 • X
             35 • =
          1,680 • *

#18 •
             57 • X
             28 • =
          1,596 • *
```

```
#19 •
            508 • X
             72 • =
         36,576 • *

#20 •
             50 • X
             10 • =
            500 • *

#21 •
             51 • X
             89 • =
          4,539 • *

#22 •
            614 • ÷
              6 • =
         102 • 34 *

#23 •
            572 • X
              8 • =
       4,576 • 00 *

#24 •
            853 • ÷
             64 • =
          13 • 33 *

#25 •
            572 • ÷
              8 • =
          71 • 50 *

#26 •
            630 • ÷
              6 • =
         105 • 00 *

#27 •
            754 • ÷
              8 • =
          94 • 25 *
```

BEST COPY AVAILABLE

BONUS ACTIVITY A (CONTINUED)

```
#28·
          2,310·÷
             70·=
          33·00*

#29·
          1,860·÷
             30·=
          62·00*

#30·
            100·÷
              6·=
          16·67*

#31·
            837·÷
             21·=
          39·86*

#32·
          2,504·÷
            356·=
           7·04*

#33·
          3,018·÷
            328·=
           9·21*

#34·
          1,510·÷
            485·=
           3·12*

#35·
          4,806·÷
             45·=
         106·80*
```

```
#36·
         26,563·÷
            487·=
          54·55*

#37·
          1,325·÷
             85·=
          15·59*

#38·
          5,874·÷
            125·=
          47·00*

#39·
         13,335·÷
              5·=
       2,667·00*

#40·
            123·÷
            456·=
           0·27*
```

BONUS ACTIVITY B

```
#1 •
          397 • +
          368 • +
          481 • +
          793 • +
          482 • +
          471 • +
          258 • +
          369 • +
        3,619 • *
```

```
#2 •
          741 • +
          258 • +
          296 • +
          381 • +
          452 • +
          863 • +
          724 • +
          825 • +
        4,540 • *
```

```
#3 •
          597 • +
          681 • +
          867 • +
          753 • +
          941 • +
          354 • +
          726 • +
          963 • +
        5,882 • *
```

```
#4 •
          285 • +
          471 • +
          963 • +
          357 • +
          927 • +
          453 • +
          687 • +
          786 • +
        4,929 • *
```

```
#5 •
          924 • +
          396 • +
          741 • +
          714 • +
          852 • +
          186 • +
          324 • +
          248 • +
        4,385 • *
```

```
#6 •
          115 • +
          611 • +
          141 • +
          166 • +
          511 • +
          161 • +
          111 • +
          151 • +
        1,967 • *
```

```
#7 •
          115 • +
          514 • +
          611 • +
          114 • +
          145 • +
          151 • +
          164 • +
          111 • +
        1,925 • *
```

```
#8 •
          116 • +
          411 • +
          111 • +
          515 • +
          611 • +
          154 • +
          511 • +
          114 • +
        2,543 • *
```

```
#9 •
          444 • +
          777 • +
          111 • +
          117 • +
          114 • +
          411 • +
          711 • +
          147 • +
        2,832 • *
```

```
#10 •
          771 • +
          177 • +
          417 • +
          444 • +
          714 • +
          147 • +
          411 • +
          741 • +
        3,822 • *
```

```
#11 •
          417 • +
          141 • +
          471 • +
          147 • +
          444 • +
          777 • +
          174 • +
          717 • +
        3,288 • *
```

```
#12 •
          471 • +
          141 • +
          417 • +
          174 • +
          444 • +
          147 • +
          717 • +
          171 • +
        2,682 • *
```

BONUS ACTIVITY B (CONTINUED)

b:

#13.

```
  154 • +
   48 • +
  822 • +
  491 • +
  539 • +
  236 • +
   77 • +
  278 • +
2,645 • *
```

#14.

```
  451 • +
  739 • +
  213 • +
  137 • +
  291 • +
  175 • +
  931 • +
  236 • +
3,173 • *
```

#15.

```
  545 • +
  641 • +
  625 • +
  594 • +
  464 • +
  258 • +
3,127 • *
```

#16.

```
  564 • +
  424 • +
  756 • +
  147 • +
  545 • +
  646 • +
3,082 • *
```

#17.

```
  656 • +
  624 • +
  658 • +
  984 • +
  656 • +
  417 • +
3,995 • *
```

#18.

```
  567 • +
  321 • -
  246 • *
```

#19.

```
  487 • +
  129 • -
  358 • *
```

#20.

```
  928 • +
  435 • -
  493 • *
```

#21.

```
  302 • +
  194 • -
  108 • *
```

#22.

```
  618 • +
  424 • -
  194 • *
```

#23.

```
1,650 • +
1,227 • -
  423 • *
```

#24.

```
2,002 • +
   30 • -
1,972 • *
```

#25.

```
8,310 • +
  834 • -
7,476 • *

7,728 • +
  235 • -
7,493 • *
```

#26.

```
  207 • +
   28 • -
  179 • *

4,015 • +
  388 • -
3,627 • *
```

#27.

```
   83 • +
  312 • +
  829 • +
    4 • +
   75 • +
  283 • +
  415 • +
  266 • +
2,267 • *
```

#28.

```
    2 • +
  937 • +
   74 • +
  399 • +
  872 • +
  964 • +
  787 • +
  611 • +
4,646 • *
```

BONUS ACTIVITY C

```
#1 •
           6 • +
           4 • +
           5 • +
           6 • +
           5 • +
           6 • +
           5 • +
           4 • +
          41 • *
```

```
#2 •
           5 • +
           6 • +
           4 • +
           6 • +
           4 • +
           6 • +
           5 • +
           4 • +
          40 • *
```

```
#3 •
           4 • +
           5 • +
           6 • +
           6 • +
           5 • +
           6 • +
           4 • +
           5 • +
          41 • *
```

```
#4 •
          55 • +
          45 • +
          65 • +
          64 • +
          46 • +
          44 • +
         319 • *
```

```
#5 •
          64 • +
          66 • +
          46 • +
          46 • +
          45 • +
          54 • +
         321 • *
```

```
#6 •
          46 • +
          55 • +
          64 • +
          56 • +
          65 • +
          45 • +
          65 • +
          54 • +
         450 • *
```

```
#7 •
         645 • +
         456 • +
         564 • +
         654 • +
         465 • +
         464 • +
       3,248 • *
```

```
#8 •
         654 • +
         645 • +
         564 • +
         456 • +
         546 • +
         464 • +
       3,329 • *
```

```
#9 •
          56 • +
          54 • +
          45 • +
          45 • +
          65 • +
          65 • +
         330 • *
```

```
#10 •
          64 • +
          44 • +
          44 • +
          44 • +
          54 • +
          54 • +
         304 • *
```

```
#11 •
         654 • +
         546 • +
         546 • +
         446 • +
         445 • +
         445 • +
       3,082 • *
```

```
#12 •
           6 • +
           6 • +
           6 • +
           6 • +
           6 • +
           5 • +
           4 • +
          39 • *
```

BONUS ACTIVITY C (CONTINUED)

```
#13•
        7•+
        7•+
        4•+
        7•+
        4•+
        4•+
        7•+
        7•+
       47•*

#14•
        7•+
        4•+
        8•+
        5•+
        9•+
        6•+
        4•+
        6•+
       49•*

#15•
       74•+
       47•+
       74•+
       47•+
       74•+
       74•+
       47•+
      437•*

#16•
       85•+
       58•+
       85•+
       85•+
       85•+
       58•+
       58•+
      514•*
```

```
#17•
       96•+
       69•+
       96•+
       69•+
       96•+
       96•+
       69•+
      591•*

#18•
      754•+
      897•+
      674•+
      585•+
      469•+
      475•+
      954•+
    4,808•*

#19•
      759•+
      486•+
      475•+
      596•+
      957•+
      846•+
      675•+
    4,794•*

#20•
      748•+
      459•+
      684•+
      585•+
      696•+
      786•+
      967•+
    4,925•*
```

```
#21•
      495•+
      579•+
      486•+
      759•+
      684•+
      678•+
      486•+
    4,167•*

#22•
      474•+
      567•+
      784•+
      586•+
      947•+
      854•+
      946•+
    5,158•*

#23•
      897•+
      486•+
      459•+
      579•+
      567•+
      678•+
    3,666•*

#24•
      487•+
      684•+
      486•+
      574•+
      476•+
      786•+
      954•+
    4,447•*
```

BONUS ACTIVITY C (CONTINUED)

```
#25.
         585. +
         596. +
         585. +
         759. +
         586. +
         846. +
         675. +
       4,632. *
```

```
#26.
         749. +
         486. +
         696. +
         759. +
         964. +
         475. +
         967. +
       5,096. *
```

```
#27.
           4. +
           1. +
           4. +
           1. +
           4. +
           1. +
           1. +
           1. +
           4. +
          21. *
```

```
#28.
           5. +
           2. +
           5. +
           2. +
           5. +
           2. +
           2. +
           2. +
           5. +
          30. *
```

```
#29.
           6. +
           3. +
           6. +
           3. +
           6. +
           3. +
           3. +
           3. +
           6. +
          39. *
```

```
#30.
          63. +
          36. +
          63. +
          36. +
          63. +
          36. +
          63. +
          36. +
          63. +
         459. *
```

BONUS ACTIVITY D

#1.

```
  585 • +
  858 • +
  855 • +
  558 • +
  585 • +
  888 • +
  588 • +
  585 • +
5,502 • *
```

#2.

```
  525 • +
  225 • +
  555 • +
  252 • +
  552 • +
  222 • +
  522 • +
  225 • +
3,078 • *
```

#3.

```
  285 • +
  825 • +
  582 • +
  528 • +
  258 • +
  852 • +
  588 • +
  822 • +
4,740 • *
```

#4.

```
  825 • +
  285 • +
  852 • +
  258 • +
  528 • +
  582 • +
  585 • +
  858 • +
  282 • +
5,055 • *
```

#5.

```
  369 • +
  936 • +
  669 • +
  336 • +
  639 • +
  966 • +
  339 • +
  663 • +
4,917 • *
```

#6.

```
  963 • +
  636 • +
  966 • +
  633 • +
  936 • +
  669 • +
  933 • +
  366 • +
6,102 • *
```

#7.

```
  396 • +
  963 • +
  696 • +
  363 • +
  693 • +
  933 • +
  393 • +
  636 • +
5,073 • *
```

#8.

```
  936 • +
  693 • +
  696 • +
  363 • +
  396 • +
  669 • +
  393 • +
  363 • +
4,509 • *
```

#9.

```
  636 • +
  396 • +
  669 • +
  336 • +
  369 • +
  696 • +
  339 • +
  663 • +
4,104 • *
```

#10.

```
  333 • +
  666 • +
  999 • +
  369 • +
  963 • +
  639 • +
  693 • +
  336 • +
4,998 • *
```

#11.

```
 25 • +
 36 • +
 14 • +
 53 • +
 62 • +
 41 • +
 25 • +
 36 • +
 14 • +
306 • *
```

#12.

```
 41 • +
 41 • +
 14 • +
 41 • +
 14 • +
 14 • +
 14 • +
 41 • +
 41 • +
261 • *
```

BONUS ACTIVITY D (CONTINUED)

#13.

```
 63 · +
 63 · +
 36 · +
 63 · +
 36 · +
 36 · +
 63 · +
 36 · +
 63 · +
459 · *
```

#14.

```
 42 · +
 25 · +
 51 · +
 36 · +
 63 · +
 14 · +
 54 · +
 53 · +
 61 · +
399 · *
```

#15.

```
 62 · +
 72 · +
 41 · +
 54 · +
 25 · +
 28 · +
 36 · +
 46 · +
 14 · +
378 · *
```

#16.

```
  417 · +
  147 · +
  714 · +
  582 · +
  825 · +
  427 · +
  471 · +
  284 · +
3,867 · *
```

#17.

```
  471 · +
  284 · +
  258 · +
  693 · +
  753 · +
  927 · +
  867 · +
  183 · +
4,436 · *
```

#18.

```
  284 · +
  254 · +
  397 · +
  248 · +
  528 · +
  693 · +
  168 · +
  842 · +
3,414 · *
```

#19.

```
 25 · +
 25 · +
 52 · +
 25 · +
 52 · +
 52 · +
 25 · +
 52 · +
 25 · +
333 · *
```

Human Relations

HUMAN RELATIONS - TEACHER DIRECTED

DAY 1

As an introduction to demonstrate taking an interest in and accepting others, teachers may begin with the following game. Students are given a sheet of paper with the following information and they are to find people in the class that match the description:

--who has the same first or second initial as you
--who was not born in Salt Lake (or appropriate city)
--find someone with the same color eyes as you
--who plays the piano
--who has a birthday in the same month as you
--who has a cat
--who wears contact lenses
--who is as tall as you are
--who has the same color toothbrush as you
--whose family has the same number of kids as yours

Explain after the game that Human Relations is how you get along with people, no matter how different or similar they are to you.

Give each student an introduction handout and questionnaire to fill in. Read the handout aloud as a class and correct and discuss the questionnaire together so each student understands the concepts of human relations.

DAY 2

Explain role playing, what it is, how it is done and give out role play assignments. Depending on time and class, the class can be divided into pairs or into four or five groups to act out the three role plays.

Each pair or group can act out all four role plays or each group can be given one role play. In each role play, determine who will be which character. Before the role plays begin, each student will write down the questions they want to ask (they may use the sample questions given and at least two questions of their own).

Students will need time to plan their role play and rehearse.

Each pair or group will act out their role play for the class.

DAY 3

If students haven't had an opportunity to act out their role play, use class time to finish.

After all role plays are completed, students will give some feedback--common responses for the role play questions, how they may have reacted differently, what they learned.

Students will then complete the activity sheet for the role play(s) they participated in. They will only answer the section of the character they played.

Students will receive KASH for their completed introduction handout, doing the role play, and completing the activity at the end of the role playing.

HUMAN RELATIONS

Introduction

What is HUMAN RELATIONS?

It simply means how you get along with people, how you talk to and treat others.

In the workplace, you will come in contact with many different people--each will have their own personality. If you want to succeed, you will need to get along with your co-workers, your employer, your supervisor, and your customers.

This is called "People Knowledge." It will help employees serve customers better and even help them understand themselves.

PERSONAL QUALITIES NEEDED AT WORK

There are many personal qualities that will help a person relate better with others, such as friendliness and honesty. Let's look at an example of these qualities.

Becky manages a shoe store. As the manager, she has to keep her store stocked with the shoes she sells. She's responsible to see that the money from her sales is deposited into the store's bank account. She also has to keep good records of her sales for her supervisor and do her work in a mature, professional manner.

She must be loyal to her store by coming to work on time, following through with her responsibilities and telling others about the products she carries in her store. She's involved in her work and realizes the success of her store will help her feel successful as well.

Becky's friendliness towards her customers not only keeps them coming back, they also tell others about her store.

RELATIONS WITH CO-WORKERS

In most jobs, you will be working with other people. Getting along with your co-workers is a big part of being successful on the job. It would be difficult to be happy at your job if you didn't get along with your co-workers. These relationships develop through *GOOD COMMUNICATION*.

Communication is probably the most important key to good human relations. For happy relationships to work, employees and employers must be able to talk to each other about problems and fears. This is called an "open door" policy.

In successful companies, communication is conducted in an adult manner, without shouting, losing tempers, or rude language. If you are upset or angry, it is hard to see ways to solve a problem. Try to see it as an outsider would--without feelings--and look for a solution.

COOPERATION between workers is necessary for a company to run smoothly. When employees cooperate, they work together for the benefit of everyone. An employee who willingly helps a new worker, or shares ideas, is showing cooperation and building healthy relations in the company.

Another quality that helps promote better relations between workers is *ASSERTIVENESS.* To be assertive, an employee stands up for his or her rights, but NEVER at the expense of someone else.

Let's look at a case study.

Tracey has just started her new job at an insurance company. She has been working for a week and feels comfortable with her duties. However, the boss who has been training her is gone on vacation for a week and a big project has just come up that needs to be completed immediately.

Tracey is concerned about getting accurate information for the project and is not sure where to get it. One of the employees, Mike, has been working at the company for quite a while and would be the most likely to ask. But Mike is known for being quite rude and impatient with the other employees. Tracey feels guilty about asking him and is afraid he will be rude to her and accuse her of wasting his time.

Does Tracey have the right to ask Mike for the information without feeling guilty?

Asking questions without feeling guilty is a right everyone has. You can't control how someonw will answer your question, but you can decide for yourself that no one cn make you feel dumb or guilty for asking. Not knowing all the answers doesn't make anyone dumb; we all need to ask questions once in a while.

A quality to watch out for is *SUBMISSIVENESS.* To be submissive means to always give in to someone else's demands. A submissive employee never gets what he wants and always gets "walked on" by others. This isn't healthy for the employee's self-esteem.

When employees feel good about themselves and the work they do, high MORALE is the result. High morale, of course, means employees are happy with their jobs.

Employers help their employees have high morale by praising them for a job well done. Rewards, incentives, or buneses can help promote better job performance. Good working conditions also help improve morale. When employees are happy, they work hard, are self-controlled, and are dedicated to success.

RELATIONS WITH CUSTOMERS

A company must project a friendly, honest, generous, and courteous feeling toward every customer. This is called *GOODWILL* and will encourage customers to come back.

Customer relations are greatly improved when employees try to make the customer feel important. This can be done by remembering their names, being aware of their needs, and knowing their product.

HONESTY is also important when working with customers. A customer will usually come back again if he feels the employees are telling the truth about their products.

COURTESY is a must with customers. No one, including yourself, likes to be treated with disrespect, and no customer will return to a business where the employees are rude or grouchy.

there are five suggestions that bosses feel with help improve employee-customer relations. They are:

1. Greet each customer with a smile.
2. Remember the customer's name.
3. Be honest.
4. Never argue with customers.
5. Do not make customers wait.

Good human relation skills take determination and practice to master. But everyone needs to learn how to get along with others. Especially employees! Everyone wins when employees relate positively!

GETTING ALONG WITH OTHERS

You've been gaining experience in getting along with other people all of your life. Obviously, some people are easier to get along with than others. But even if you have a hard time getting along with someone at work, here are some ways to create a smoother relationship.

1. Treat others as you would like to be treated.

2. Try to understand the other person's side. Look at the problem from his/her point of view.

3. Examine your own behavior. Be sure you are not at fault.

4. Listen to the way you speak to others. Is it courteous?

5. Be willing to compromise. Be willing to give up something to come to an agreement.

Let's look at an example of a compromise:

> Lisa and Matt both work at the same fast food restaurant. Lisa is normally scheduled to work on Saturdays and Matt on Sundays. Lisa asked Matt if he would work her shift on Saturday. Matt wasn't pleased about the suggestion until Lisa explained her best friend was getting married that day. He suggested that they compromise--he would work her Saturday shift and she could work his shift on Sunday. She agreed and the arrangement was made.

6. Show interest in other people. Talk to them about their interests and hobbies.
7. Make them feel important. Point out something good they have done.
8. Keep a sense of humor.
9. Avoid arguments. You can show respect for a person by simply saying, "I understand your point, but I can't agree with you."
10. Be helpful.
11. Avoid gossip. No one likes to be talked about behind his/her back.

Do your best to make the workplace a comfortable, easy place to be!

Name ______________________________ Period __________

Score __________

HUMAN RELATIONS INTRODUCTION

1. What is "human relations"? How can it help (or hurt) you on the job?

2. To succeed in the workplace, you will need to be able to get along with

________________, ________________, ________________, and

________________.

3. What is "people knowledge?"

4. Describe how GOOD COMMUNICATIONS can help you at work.

5. Describe "open door" policy.

6. Why would it be harder to handle a problem when emotions are involved?

7. Describe cooperation.

8. What would be the difference between assertive and submissive?

9. Describe high morale.

10. How do employers contribute to the high morale of employees?

11. Give some ideas why a customer would appreciate a salesperson who knows a lot about what he/she is selling.

12. List three of the five suggestions that bosses feel help improve employee-customer relations.

1. ______________________________

2. ______________________________

3. ______________________________

13. Compare some challenges you find in getting along with people at school with challenges you expect to experience on the job. Is either set of relationships more important? Why?

14. List three ways to get along better with people.

1. ______________________________

2. ______________________________

3. ______________________________

15. What is a compromise?

16. Why should you make an effort to get along with others at work? Give three reasons.

1. ______________________________

2. ______________________________

3. ______________________________

HUMAN RELATIONS ROLE PLAYING

Directions: With your partner or group, role play the following situations. Each situation involves people skills. Use your knowledge of human relations to determine the best possible way to respond.

You may use the questions and suggestions given for each role play, but you must come up with at least two questions of your own.

Rehearse your parts and then you will act your role play for the class.

ROLE PLAY 1

"Getting the Job"

BOSS: You are interviewing a person for their first part-time job. Ask all the necessary questions for making a decision as well as human relations skills questions such as:

a) How well do you think you get along with people?
b) Do you enjoy working with people?
c) What ideas do you have for making a customer feel important?
d) Can you work weekends?
e) How do you work under pressure?
f) Is being honest going to be difficult when you are handling money?

APPLICANT: You are having your first job interview. Answer the questions to your best ability and feel free to ask the boss questions such as:

a) What kind of communication policy do you have in this company? Is there a way I can voice complaints or concerns to you?
b) What would you expect of me as an employee?
c) What is done in this company to promote morale?
d) What would my duties include?
e) What does the job pay?
f) What hours would I be expected to work?

ROLE PLAY 2

"Employee to Employee"

Employee 1 and Employee 2 both work the same shift at a convenience mart. Employee 1 isn't doing their share of work because they are visiting with some friends.

As Employee 2, you are overloaded with your own responsibilities as well as covering for Employee 1.

Employee 2: How are you going to approach Employee 1 with this problem? Remember to use GOOD human relations skills.

Employee 1: You have just been approached by Employee 2 who has some complaints against your work performance.

Using GOOD human relations skills, how would you respond to these complaints.

ROLE PLAY 3

"I Don't Need A . . ."

SALESPERSON:	You are a door-to-door salesperson, trying to sell greeting cards to a very busy customer. Do everything in your power to sell the cards and make the customer feel important. Remember to use the five suggestions in handling customers.
CUSTOMER:	You are very busy and don't want to buy this door-to-door salesperson's product. DON'T BE RUDE but try to discourage the salesperson.

ROLE PLAY 4

"I MADE A MISTAKE!"

EMPLOYEE:

You work at a T-shirt screen printing company. You take orders from customers and print the designs for them while they wait. Your company has a good reputation for doing a great job and keeping the customers happy. One policy they have is to have a customer write his/her own message for the shirt so there will be no mistakes.

CUSTOMER:

You ordered a T-shirt for your best friend who is graduating this year. You wrote the order to say: "Congratulations to the 1992 graduate." When the employee gave you the shirt, it said 1991 instead of 1992. He shows you your order and, quite honestly, the 2 **DID** look like a 1. What will you say to the employee?

Name ______________________________ Period __________

Score __________

HUMAN RELATIONS ROLE PLAYING FEEDBACK

Directions: Use this sheet to answer the questions after your role play. Answer only the section of the role you played.

ROLE PLAY 1

BOSS:

How did the applicant respond to each of your questions? Give the applicant's specific response to each question.

____

____

____

Would you hire this person? ______________________________

What was the one thing that made up your mind whether or not to hire him/her?

____

____

APPLICANT:

How did the boss respond to each of the questions you asked? Give the specific response for each question you asked.

____

____

____

Did the boss make you comfortable? __________ Explain how. __________

____

Was there any response that you didn't agree with or that didn't meet your expectations? If so, which one? ______________________________

____

ROLE PLAY 2

EMPLOYEE 1:

How did you feel when Employee 2 pointed out that you weren't doing your job?

____

____

How did you respond to Empoyee 2? ______________________________

____

What changes did you decide to make? ______________________________

____

Was Employee 2 being fair? Why or why not? ______________________________

____

____

EMPLOYEE 2:

What was Employee 1's reaction to your suggestions?

____

____

How did you feel when confronting Employee 1? ______________________________

____

____

What human relations skills did you use to talk to Employee 1? ______________________________

____

____

Did you think it will make a difference working together in the future? Will there be hard feelings between you? ______________________________

____

____

ROLE PLAY 3

SALESPERSON:

List the specific statements you used to make the customer feel important.

____

____

What convinced the customer to buy your product? **OR** Why couldn't you convince the customer to buy?

____

____

CUSTOMER:

How did the salesperson make you feel important? ____________________

____

____

What did the salesperson say that convinced you to buy the product? **OR** Why couldn't you be persuaded to buy?

____

____

ROLE PLAY 4

EMPLOYEE:

How did you feel when you realized you had read the order wrong?

____

____

How did you respond to the customer?

____

____

What did you decide to do?

____

____

CUSTOMER:

How did you feel when you realized how poorly you'd written the information on the order form?

____

____

What solutions to the problem did you come up with?

____

____

How did the employee make you feel?

____

____

INTRODUCTION GAME

On this handout, you are to find someone in your class who matches the descriptions. You are to write their name in the blank.

Who has the same first or second initial as you _______________

Who was not born in Salt Lake ____________________________

Find someone with the same color eyes as you _______________

Who plays the piano ____________________________________

Who has a birthday in the same month as you _______________

Who has a cat ____

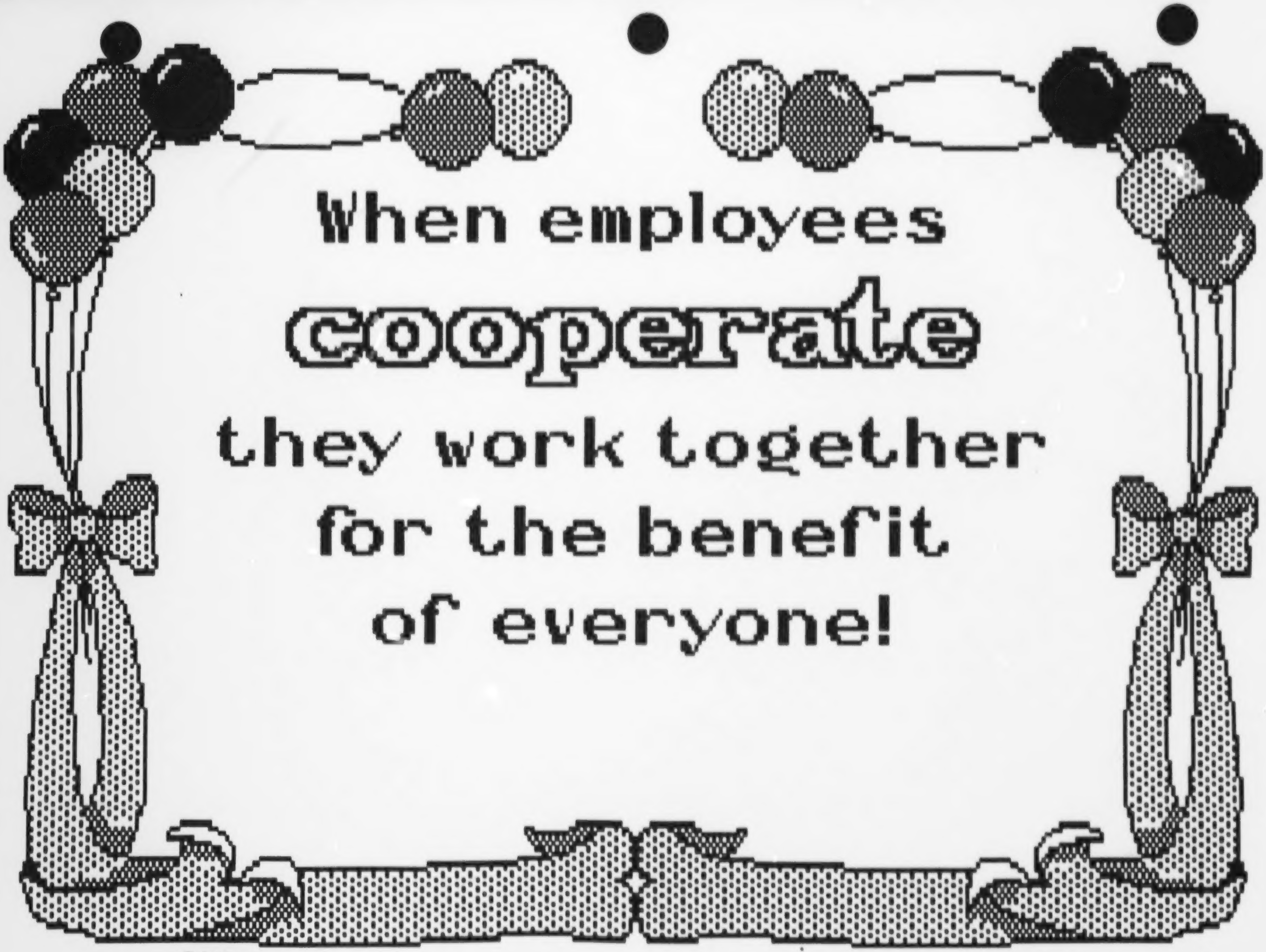
Who is as tall as you ____________________________________

Who wears contact lenses _______________________________

Who has the same color toothbrush as you _________________

Whose family has the same number of kids as yours _________

HUMAN RELATIONS IS HOW YOU GET ALONG WITH OTHER PEOPLE


When employees
cooperate
they work together
for the benefit
of everyone!

KNOWLEDGE ABOUT PEOPLE IS ESSENTIAL FOR SUCCESS ON THE JOB

PERSONAL QUALITIES NEEDED AT WORK:

FRIENDLINESS
HONESTY
RESPONSIBILITY
LOYALTY
INVOLVEMENT

Responsibility:

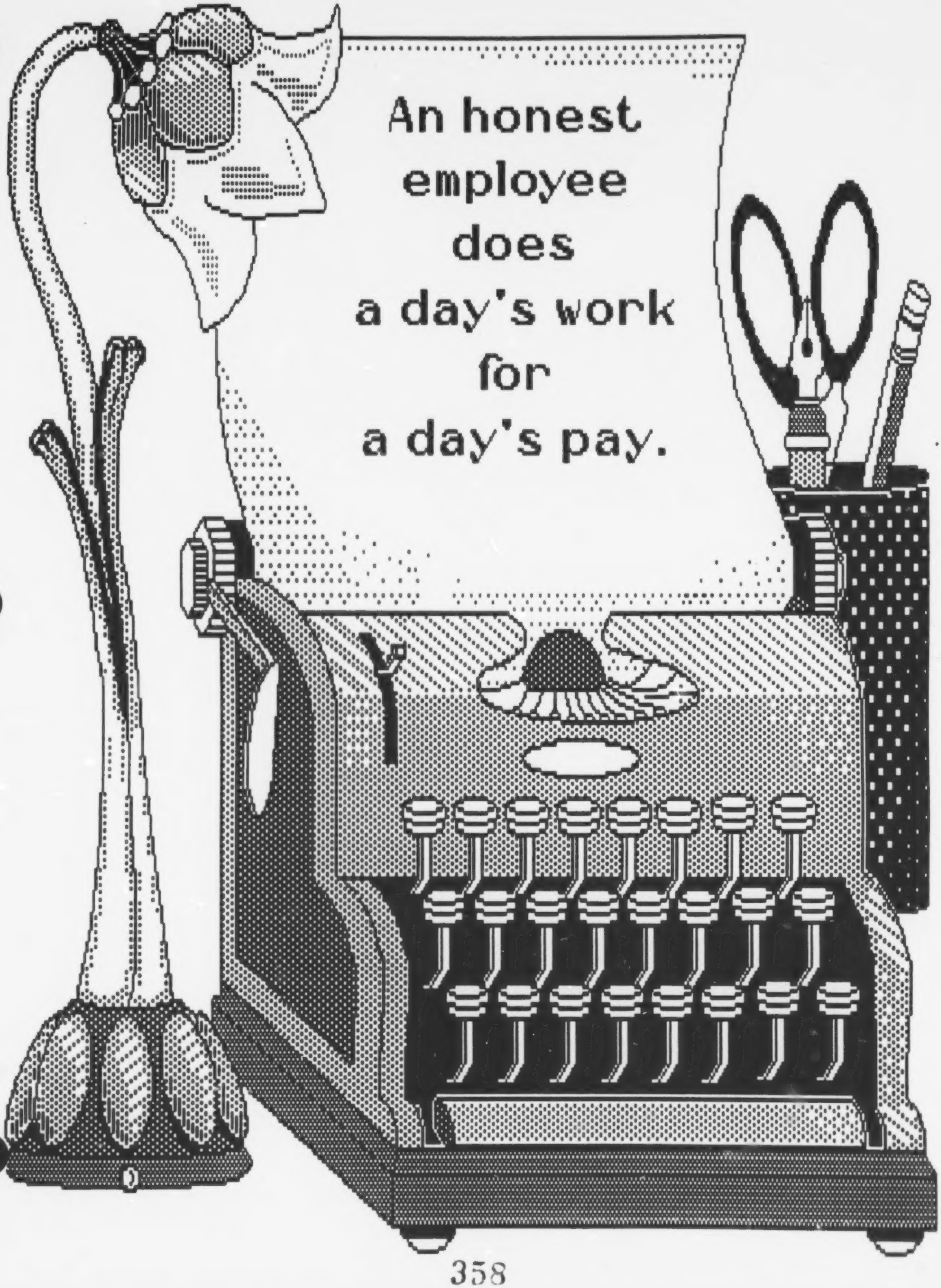
Completing tasks on time,
completing them correctly,
and always doing your best.

Loyalty:

Telling others about company
and its products,
being faithful to the company.

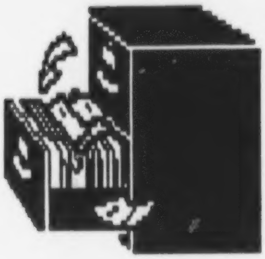
Involvement:

Cares about the success
of the company,
adds to that success.


An honest
employee
does
a day's work
for
a day's pay.

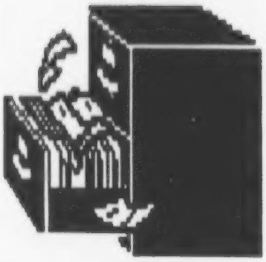
COMMUNICATION

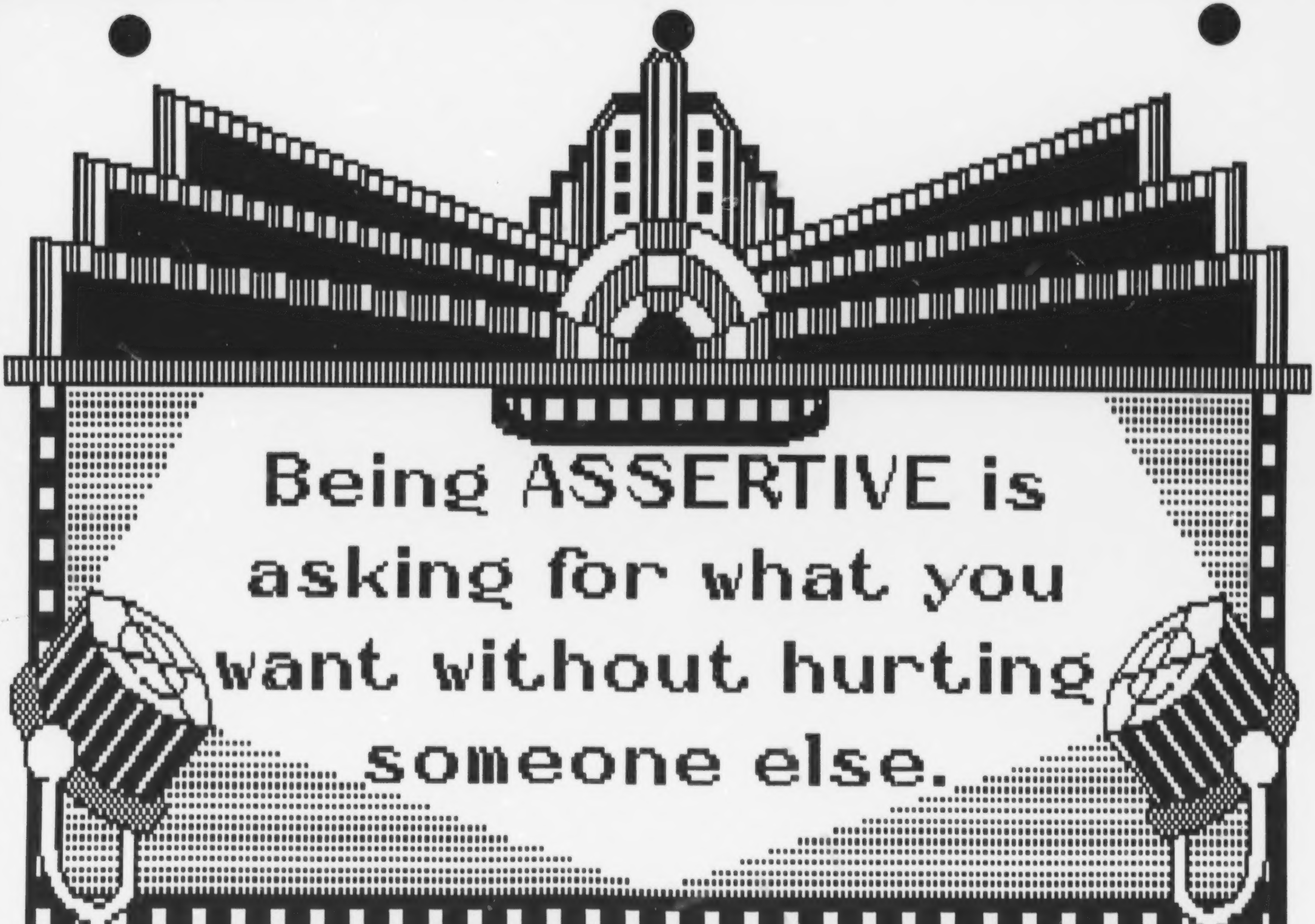
is probably
the most
important
key to
good
human relations



OPEN DOOR POLICY:

Being able to talk with your employer about problems, fears or concerns.





Being ASSERTIVE is asking for what you want without hurting someone else.

HIGH MORALE

is employees feeling good about their jobs.

Bosses help build morale by:

praise
bonuses
rewards
good working conditions

Certificate

of achievement
to the
EMPLOYEE
of the
YEAR!

GOOD WILL

ENCOURAGES CUSTOMERS
TO RETURN
BECAUSE THE COMPANY IS:
FRIENDLY
HONEST
GENEROUS, AND COURTEOUS

TO IMPROVE CUSTOMER RELATIONS:

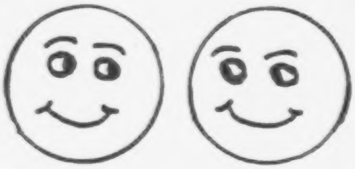
Greet customers with a smile
Remember the customer's name
Be honest
Never argue with customers
Do not make customers wait

OBJECTIVE PROBLEM SOLVING

- Look at the problem
- Brainstorm ideas
- Try your best idea

GETTING ALONG WITH OTHERS:

1. Treat others as you like to be treated
2. Try to understand the other person's point of view
3. Examine your own behavior
4. Speak courteously to others
5. Be willing to compromise
6. Show interest in others
7. Make them feel important
8. Keep a sense of humor
9. Avoid arguments
10. Be helpful
11. Avoid gossip



DO YOUR ABSOLUTE

BEST

TO MAKE THE WORKPLACE
A COMFORTABLE PLACE TO BE!

HUMAN RELATIONS: OPTIONAL ACTIVITIES

1 - **Picture Perfect:** A class activity on communications.

2 - **Win, Lose, or Act:** A class game.

3 - **Go Fish:** A review game for 2 students (includes card masters).

4 - **Judge Not:** Quick evaluations, done as individuals.

5 - **Who Ya Gonna Call? Hurdle Busters:** Individual activity similar to role-play situations.

6 - **Poor Human Relations Most Wanted:** Individual activity requiring communication skills.

PICTURE PERFECT ACTIVITY

A. Ask Student #1 to sit in a chair with his back facing the chalkboard. Give this student a copy of Picture #1.

B. Ask Student #2 to go to the chalkboard and give him a piece of chalk. This student must NOT look anywhere except at the chalkboard.

C. Tell Student #1 to give instructions to Student #2 so that Student #2 can draw the picture Student #1 is looking at. There must be no interaction between the two students, and they cannot look at each other. Student #1 cannot see what Student #2 is drawing on the chalkboard.

D. Tell the class that Student #1 is the sender (1) of the communication because he is going to send a message to Student #2 by telling him how to draw the picture he is looking at. The instructions given by Student #1 are the message (2) to be communicated. Student #2 is the receiver (3) because he is the person to whom the message is being transmitted.

E. Tell Student #1 to proceed with his instructions to Student #2. The picture Student #2 draws will probably turn out completely different from the picture Student #1 is describing.

F. Ask the class why the picture Student #2 drew turned out so different from the picture Student #1 was describing. Explain that for communication to be effective, there must be a response or feedback to the message sent. Student #2 was not able to respond or give any feedback to Student #1, so the message was misinterpreted.

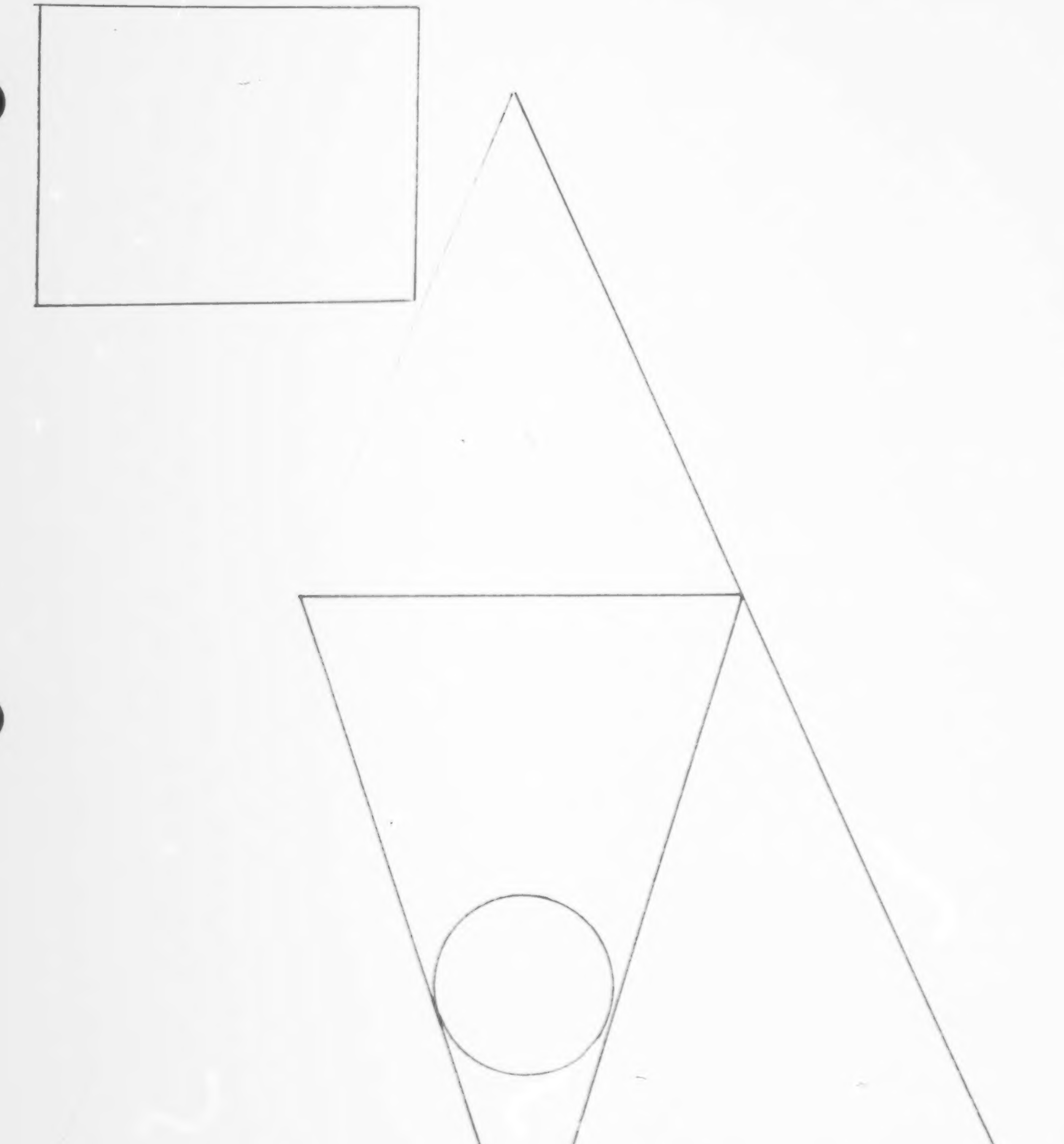
G. Ask two more students to participate as Students #1 and #2, but give them Picture #2. Tell Student #3 to describe the picture to Student #4, but allow Student #3 to watch as Student #4 draws so he can judge whether Student #4 is completing the picture correctly. Allow Student #4 to ask questions as he draws the picture to make sure he understands the instructions.

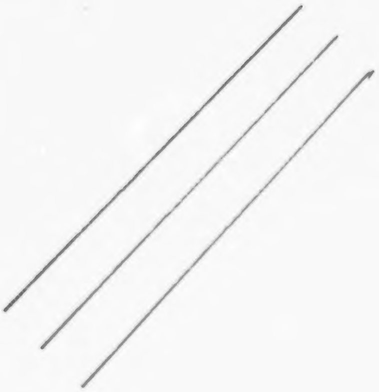
H. Hopefully, this picture will turn out pretty close to the original, and the class will observe how the process of communication works.

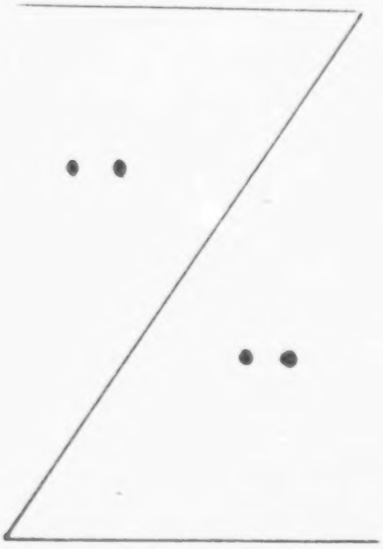
I. Explain that there is a fifth element of effective communication. The setting (5) is also important. The setting refers to the relationship between the individuals communicating, the timing, the lighting, the odors, the physical furnishings, and the sounds present when the communication occurs.

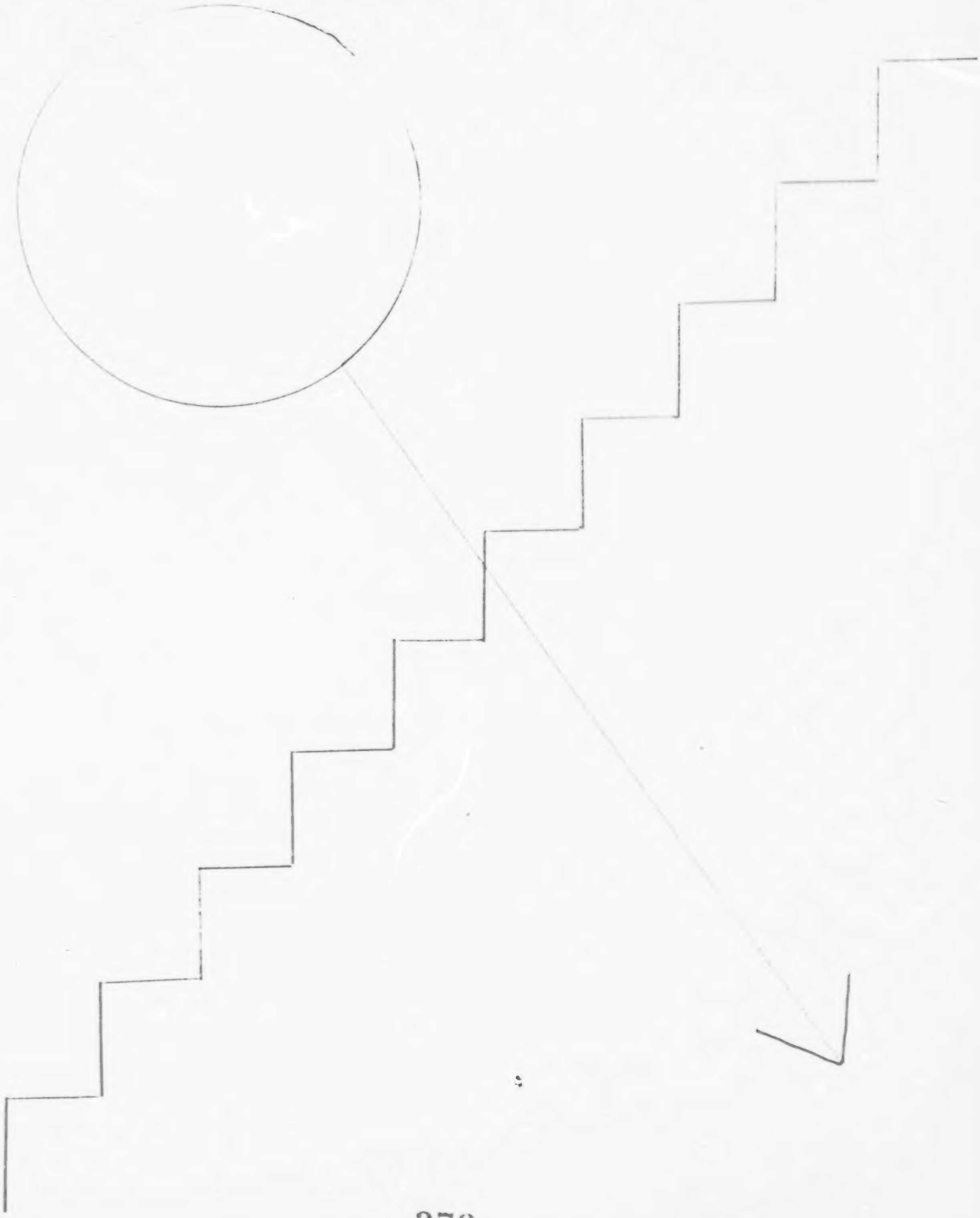
J. You could draw a diagram of the communication process on the board or make a transparency to show on the overhead projector.

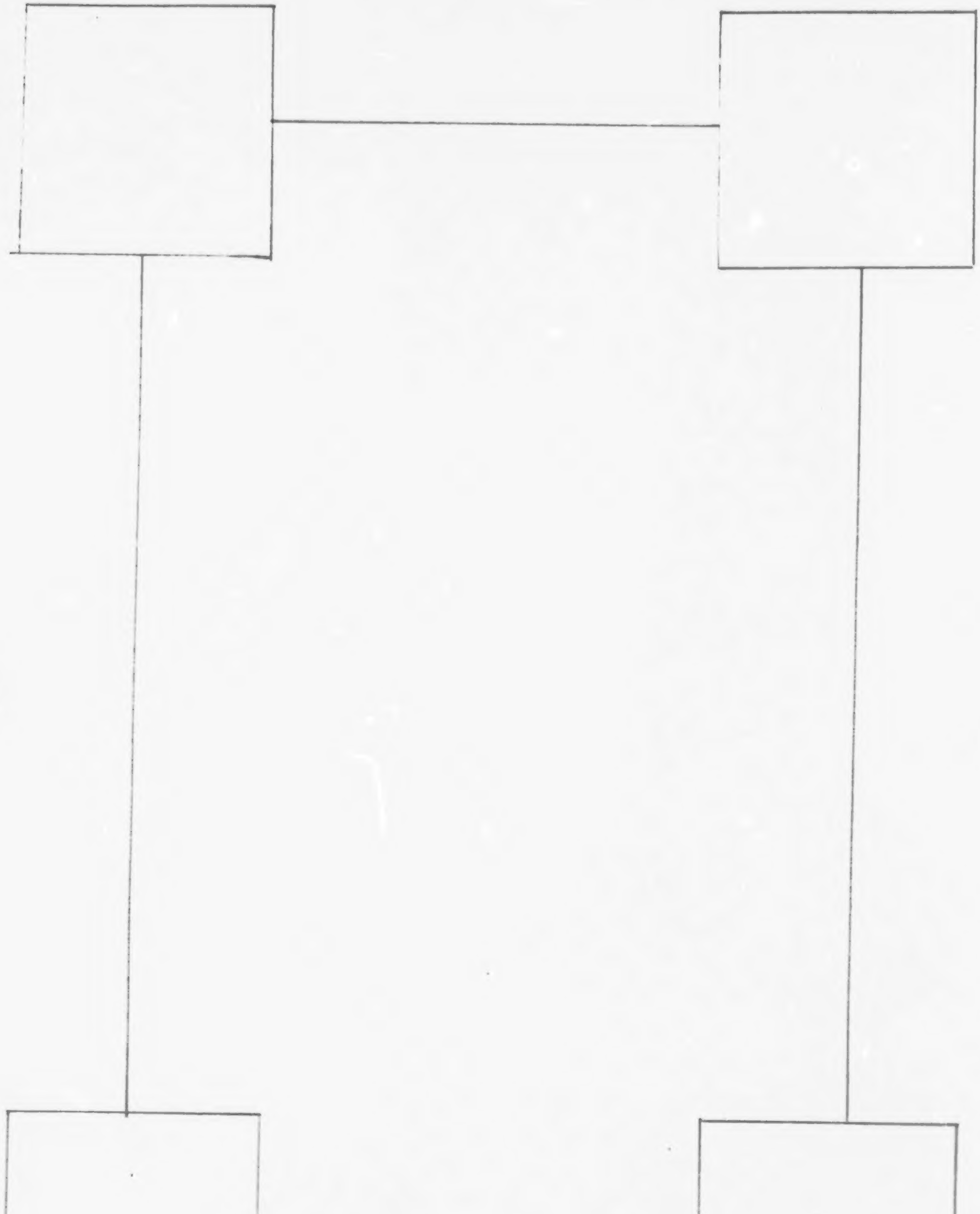
Human Relations optional - p. 1











HUMAN RELATIONS

Objectives:

1. Students will be aware of the role nonverbal communication plays in conveying messages.
2. Students will effectively utilize nonverbal behavior to improve communication with others.

Curriculum Background for Teacher:

Researchers tell us that in face-to-face conversations, as much as 90 percent of the meaning is carried in the nonverbal behavior of the speaker. Studies also show that when the verbal and the nonverbal messages contradict each other, the nonverbal message receives more attention than the verbal one.

Nonverbal messages consist of body motions, voice qualifiers, and how we use time and space.

Body motions: Our eyes, hands, and bodies send and receive communication signals constantly. Most of these signals are known and recognized by everyone. We understand that a waving of a hand means "hi," and the nodding of the head means "yes." We hang our head down when we are sad or feeling bad. Sitting straight while listening is interpreted to mean interest. Sitting slumped in a chair reflects a lack of interest. Facial expressions, such as a smile, can mean understanding or support for what is being said. On the other hand, a frown may convey a lack of understanding or support. All of these are examples of body motions that are used in our daily communication.

Voice qualifiers: Voice is composed of pitch, volume, rate, and quality. When we are angry, we tend to talk louder. We may also talk faster and even develop a quiver in our voice. In contrast, when we are engaged in a private conversation with a friend, our voice is usually lower and we may talk more slowly. If we are nervous, the pitch of our voice generally becomes higher.

Time and space: We make assumptions about other people based on the way they use their time. If a person constantly checks his or her watch, we think that the person is impatient or hurried. If a person arrives thirty minutes early for a party, we probably assume that the person is excited and eager for the party to begin. Space can be a nonverbal communicator also. We sit in the same seat in class each day. We feel "invaded" when someone else takes our seat in class or when we find a younger brother or sister lying on our bed reading our magazine. Researchers have found that the space or distance left between people varies depending on the type of communication:

Human Relations opt. 2

Intimate distance for family, friends, and children	18 inches
Personal distance for casual acquaintances	1 to 2.5 feet
Social distance for impersonal business meetings	4 to 6 feet
Public distance for presenting to large audiences	12 to 15 feet

We generally feel uncomfortable if changes in these acceptable distances occur. When a person we don't know very well comes up extremely close to us to talk, we feel uneasy, like they're invading our space.

We need to be aware of the nonverbal behavior that accompanies what we say, and make sure it agrees with the words we are using. We want our nonverbal behavior to reinforce what we are saying. We do not want to confuse our listener by saying one thing and having our nonverbal behavior communicate a totally different message.

Materials Needed:
1. Cards for **Win, Lose, or Act** game
2. Pictures of nonverbal clues
3. Cards and mirrors for partner activity

Procedures:

1. Play **Win, Lose, or Act**

Divide the class into two teams. Ask a student from Team #1 to come to the front of the room. Give him an action card and tell him to act it out for his team. Record the time it takes for his team to guess the action. Ask a student from Team #2 to come to the front of the room and proceed as Team #1. Give each team four action cards.

The action cards could include any of the following:

baking cookies
putting a puzzle together
eating in a restaurant
listening to a concert
building a house
sewing a dress
cleaning a gun riding a roller coaster

water skiing
planting a garden
making a touchdown
doing homework
changing a diaper
getting in a car wreck

OR, the action cards could include song, book, or movie titles:

Jaws
Back to the Future
The Little Mermaid
Rainman

Batman
Driving Miss Daisy
Row, Row, Row Your Boat
Twinkle, Twinkle, Little Star

Human Relations rpt. 3

Gone With the Wind
Huckleberry Finn
Where the Red Fern Grows
Little House on the Prairie

2. Relate the gestures and facial expressions used during the game in a discussion of how our gestures and facial expressions help to communicate our feelings. Tie the idea of nonverbal communication in with DAY 1 of this unit, where incorrect nonverbal behavior can be an obstacle to effective communication. Use the material given in the Curriculum Background to discuss how our **body motions**, **voice qualifiers**, and **time and space** all contribute to our nonverbal communication. Show examples of how gestures mean certain things (crossed arms, hand under chin, finger on temple, hand on side of head).

   Show pictures of people giving nonverbal clues and have the students describe the emotion and message communicated.

3. Discuss how the agreement of verbal and nonverbal communication is necessary for success in the work place.

4. Divide the students into pairs and give each student five cards (ten cards per pair). The ten cards will be the same for each pair. Conduct this activity in one of two ways:

   Method #1

   Have the students sit across from each other. Students should not see each other's cards. Student #1 will start by looking at his first card and trying to nonverbally express to Student #2 the emotion stated on the card. When Student #2 guesses the emotion, Student #1 turns to the next card. After Student #1 has acted all five cards, Student #2 will begin nonverbally expressing his five cards to Student #1.

   Method #2

   Have the students sit across from each other. Student #1 will state the emotion to be expressed to Student #2 and then begin expressing that emotion. As soon as Student #2 believes the Student #1 has successfully expressed the emotion, have Student #2 hold up a mirror so that Student #1 can see his facial expression. Student #1 will continue through his five cards; then Student #2 will express his five cards, as Student #1 holds the mirror.

   The emotion cards could include any of the following:

   You are disgusting
   I am totally relaxed
   I think I'm a little confused
   I'm better than you
   Let me think about that
   Talk about exciting!
   I am so depressed
   Don't worry, be happy
   You make me so mad
   I'm listening
   I don't feel well
   This certainly is boring

Human Relations opt. 4

5. Discuss how students can learn to use nonverbal behavior effectively to improve communication. We need to become more aware of the inferences we make from gestures; facial expressions, and appearance cues; and sometimes nonverbal clues are often difficult to understand without the help of verbal statements.

Human Relations pt. 5

Activity #1 - 'FISH' FOR GOOD HUMAN RELATIONS

Prepare the FISH card decks by making four copies of each page. Four copies of each page will make one deck. You will need 4 to 6 decks for the class.

Divide the class into teams of four or five students. Give each team a deck of FISH cards and tell them to deal five cards to each player, placing the remaining cards face down in the center (pond). Each team will play a regular game of FISH:

A. Player #1 asks Player #2 (any other player) for a card which matches one in his hand. If Player #2 has that card, he must give it to Player #1. Player #1 can then ask another player for a card.

B. If Player #2 does not have the card asked for, he tells Player #1 to go fish, and Player #1 draws one card from the pond. If it matches the card he asked for, he adds it to his hand and gets to draw another card from the pond.

C. If Player #1 has to go fish, his turn ends, and play passes to the player at his left. Whenever a player has matched a set of four cards, he takes them out of his hand and adds them to his card pile.

D. The player with the most matches wins the game.

As the students play the game, they will be reading and reviewing the various principles and practices which are necessary for good human relations.

Human Relations opt. 6

Activity 2 - HUMAN R & R (RELATIONS REVIEW)

Activity A - JUDGE NOT!

Do you evaluate people? This activity will indicate whether or not you tend to evaluate people. Under each of the headings shown below, write down any words that come to mind when you think of each group of people.

Country-Western Singers

____

____

Sports Car Owners

____

____

People Under 12

____

____

Students

____

____

Skateboarders

____

____

Afro-American People

____

____

Caucasian People

____

____

Down's Syndrome Children

____

____

Long-Haired, Bearded Men

____

____

Classical Musicians

____

____

Economy Car Owners

____

____

People Over 60

____

____

Teachers

____

____

Skiers

____

____

Hispanic People

____

____

Oriental People

____

____

AIDS Patients

____

____

Working Mothers

____

____

Human Relations gr. 7

Activity 2 - HUMAN R & R (RELATIONS REVIEW)

Activity B - WHO YA GONNA CALL? HURDLE BUSTERS!

For each situation given below, write how you could bust (or jump) the hurdle described in the communication process.

Situation #1: Katie has been having some personal problems which have affected her ability to work as hard as she usually does. Her supervisor is concerned about Katie and calls her in to see if she can help Katie. Katie doesn't want to tell her supervisor her problems because she doesn't know if she can trust her supervisor to keep her problems confidential.

Situation #2: Jacob likes his English class, but he is not doing very well at the moment. He sits behind two students who always whisper and send notes to each other while the teacher is teaching, and Jacob has a hard time concentrating and hearing the teacher.

Situation #3: Shantele just got a job working in a women's clothing store. A lot of middle age women shop at the store. Shantele tries to be friendly, but she noticed the last woman she helped got a funny look on her face when Shantele told her she looked totally awesome in that outfit the woman tried on.

Situation #4: Jared has been lonesome for a friend since his best friend, Matt, moved to another city. A few days ago a new family moved into Matt's house, and Jared saw a boy that looked his age moving boxes into the house. At first Jared thought he had found a new friend, but when he looked closer, he noticed the boy had on old, out-dated clothing; and the boy's haircut looked like something out of Star Trek: The Next Generation.

Situation #5: Ben likes working with most of the other employees at the pizza place, but one of the employees, Amy, drives him crazy because she uses her hands so much when she talks. She has to act out everything she says with her hands; and Ben is so busy watching her hands, he has a hard time listening to what she is saying.

Human Relations opt. 8

ACTIVITY 2 - HUMAN R & R (RELATIONS REVIEW)

(Can Be Assigned as Extra Credit for KASH)

Activity C - POOR HUMAN RELATIONS MOST WANTED

Welcome to the newest TV show, "Poor Human Relations Most Wanted." Today, our most wanted suspects for poor human relations are Brian and Scott. We are asking you, as a TLC student, to help us solve the case of Brian and Scott. To do so, you will need to read the following report and then answer the questions presented. You can claim your reward by calling our toll-free number, 999-999-KASH. Thank you for making the business world a safer place to live.

Brian Davis has doubts about whether he is going to be able to succeed on his new job in the Personnel Department of Heimer's Department Store. He started to work for them two months ago. But things haven't worked out exactly as Brian planned. He knows he has a lot to learn and, if he is to succeed, someone has to help him. The personnel manager told Brian that Scott Parker would be happy to assist him. However, Scott has offered assistance only once and that was on Brian's first day.

What's wrong? Why haven't things worked out as Brian planned? To answer these questions, consider this information. Brian is eighteen years old; a quiet, shy, good-looking young man; and a sharp dresser. He just graduated from high school. On Saturdays, while in high school, Brian worked at a local men's clothing store. His employer, Mr. Jackson, took a real interest in helping him learn how to sell clothes. In fact, Mr. Jackson tried to get Brian to stay with the store after graduation by offering him a position as an assistant manager. Brian was tempted; however, he decided that the advancement possibilities would be few. Brian is an ambitious young man. In high school, he was voted "the most likely to succeed." And now he is willing to work hard to do just that--succeed.

Brian now attends a community college each morning, where he is working on a two-year degree in retail management. In the afternoons he works at Heimer's Department Store. Brian is excited about his job. His uncle has worked for the company for the past twenty years.

Scott Parker is twenty-five, married, with two small children. He has been with Heimer's for two years and has learned a lot about personnel work. Scott works hard, but he always has time to joke with other employees in the department. In fact, the others know that they can rely on Scott for at least one joke a day. Scott is not a sharp dresser; he does not wear the latest styles. However, his clothes are always neat and clean. His knowledge of company procedures is good, and the people within the department know they can go to him for the answers to questions.

When the personnel manager asked Scott to help Brian, he willingly agreed. On Brian's first day at work, Scott invited Brian to go on a break with him. He told Brian that he would be happy to help him with any questions. On his second day on the job, Scott asked Brian to join him for a break, but Brian told him that he didn't really want to take a break.

Scott thinks that Brian is conceited and got the job only because of "pull." After all, Brian's uncle is the regional manager. Scott feels that if Brian wants any help he will have to ask for it. He doesn't intend to offer again.

Brian gets the impression that Scott doesn't want to help him. He knows that Scott is liked by the other people within the department, but he thinks that Scott is a bit of a showoff. Besides, he is sloppy in appearance and work. Scott's clothes look several years old; and his desk is a mess, piled high with papers.

Human Relations opt. 9

"HUMAN RELATIONS MOST WANTED" ANSWER SHEET

1. What communication difficulties are Brian and Scott having?

____

____

____

____

____

2. What steps should Brian and Scott take to improve their communications?

____

____

____

____

____

3. How do you think these communication problems can be eliminated in the future?

____

____

____

____

____

Human Relations opt. 10

TOO MUCH NOISE IS A HURDLE TO GOOD COMMUNICATION

HUMAN RELATIONS IS HOW YOU GET ALONG WITH PEOPLE

BEING ABLE TO TALK TO ANOTHER EMPLOYEE ABOUT PROBLEMS AND FEARS IS AN "OPEN DOOR" POLICY

A SUBMISSIVE EMPLOYEE NEVER GETS WHAT HE WANTS

AN ASSERTIVE EMPLOYEE STAND UP FOR HER RIGHTS, BUT NEVER AT THE EXPENSE OF SOMEONE ELSE

HIGH MORALE MEANS EMPLOYEES ARE HAPPY WITH THEIR JOBS

TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED

BE WILLING TO COMPROMISE

MAKE OTHER PEOPLE FEEL IMPORTANT

AVOID GOSSIP - TRY TO UNDERSTAND THE OTHER PERSON'S SIDE

COMMUNICATION CONSISTS OF A SENDER, A MESSAGE,

A RECEIVER, A RESPONSE, AND A SETTING

COMMUNICATION CANNOT BE EFFECTIVE IF YOU DON'T LISTEN WELL

TRY NOT TO EVALUATE OR JUDGE PEOPLE UNFAIRLY

USE WORDS THAT THE PEOPLE YOU ARE TALKING TO WILL UNDERSTAND

TRY TO MAKE YOUR NONVERBAL ACTIONS MATCH WHAT YOU ARE SAYING

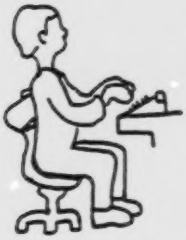
Keyboarding

KEYBOARDING

ACTIVITY 1: Home Keys, Return, and Space Bar

Get the Machine Ready: Ask your instructor how to load a piece of paper into the typewriter. You must always have paper in the machine while typing.

Get Yourself Ready:



FEET on the floor for balance.

SEAT back in the chair.

ELBOWS relaxed, close to your sides.

PALMS close to the machine, but NOT TOUCHING.

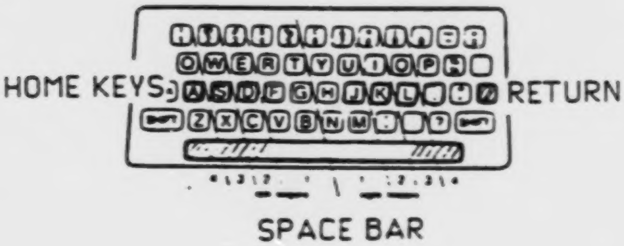
FINGERS well curved and resting on the HOME KEYS (also called the HOME ROW).

ACTIVITY 1, PART I - TRY THE HOME KEYS

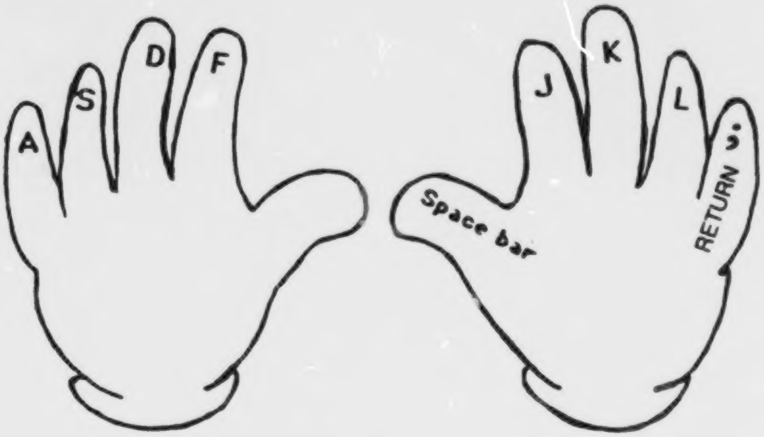
The **A S D F** and **J K L ;** are called the HOME KEYS.

The long bar at the base of the keyboard is called the **SPACE BAR**. The space bar is used to separate letters and words. The space bar is usually operated with the right thumb.

The **RETURN (ENTER)** key on the right side of the keyboard is operated with the right little finger.



The hands below show which fingers control the home keys. Look at the picture carefully.



Before turning on the machine, place your fingers over these keys. Try to make your fingers work individually. Stretch your little finger out to the RETURN (ENTER) key.

Close your eyes. Think of the **HOME KEYS** and the letters:

a s d f j k l ; (RETURN)

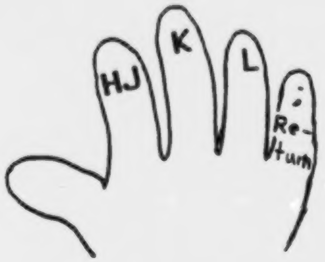
ACTIVITY 1, PART II - HOME KEYS PRACTICE

Find the on/off switch and turn the typewriter on. Is there paper in your machine?

Place your fingers over the **HOME KEYS**.

We will first concentrate on the **right** hand.

Look at the diagram below to refresh your memory and HERE WE GO!



We'll practice some right-hand combinations but remember,

DON'T LOOK AT YOUR HANDS!

Key each line once and press return (enter) at the end of the line:

jkl; jkl; jkl; jkl; jjkkll;; jjkkll;;

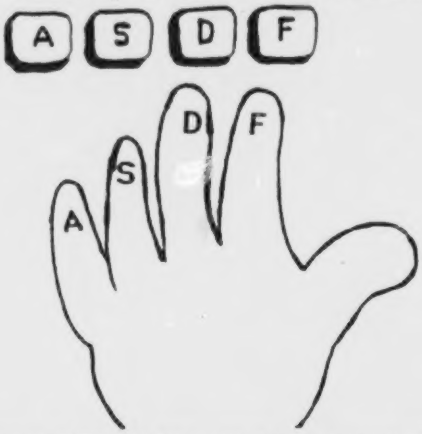
j;kl j;kl j;kl jjkkll;; jjkkll;; jkl;

j k l ; l k ; j kk ll ;; jj jkl; jkl;

SO FAR SO GOOD!

Now put your left hand on the home keys **a s d f**. The left thumb doesn't have a home position.

Check the diagram below to see if your left hand is in the correct position.



Key each line below with your LEFT HAND. Return (enter) at the end of each line.

asdf asdf asdf asdf aassddff aassddff

afds afds dsfa dsfa ffddssaa ssddffaa

f d s a d s a f a s d f aa dd ff ss a

Now you have learned home positions for both right and left hands. Let's put them together. Remember, don't rest your palms on the keyboard. Keep your fingers curved and especially,

DON'T LOOK AT YOUR HANDS!

ACTIVITY 1, PART III - PUTTING IT ALL TOGETHER

Check your **FEET, SEAT, ELBOWS, PALMS, FINGERS** for correct posture. Now you are ready to keyboard the home row keys.

KEY THE LINES BELOW ONCE.

fdsa jkl; fdsa jkl; fdsa jkl;

ff dd ss aa jj kk ll ;; ff jj

ss aa jj kk ll ;; fdsa jkl; a

DON'T WORRY IF YOU MAKE MISTAKES, JUST CONCENTRATE ON LEARNING THE HOME KEYS WITHOUT WATCHING YOUR HANDS.

Let's go again—each line once.

fj dk sla; fj dk sl a; fj dk

a; sl dk fj fj dk sl a; ;a ls

jf jf kd sl a; dk kd fj jf kd

ff jj dd kk ss ll aa ;; fj dkj

Now is a good time to see how well you are doing. Tape a sheet of paper on your keyboard so it falls lightly over your hands.

Carefully put your fingers under the paper on the home keys and check your position at the keyboard (FEET, SEAT, ELBOWS, PALMS, FINGERS).

Now key each line once.

j a f ; k s a l j d ; f l d s ; f

k l f a j ; s k d j s l s a d k j

Was this easy for you? Did you want to peek under the paper? Operating the keyboard without looking means SUCCESS for you! Leave the paper on for the next exercise.

You are now ready to start typing WORDS. Key each line once.

a all lad fall lads falls ask

lass fall dad lads add sad as

ask alas lad fad alaska salad

Try some FAR OUT PHRASES!

all fall; ask dad; a sad lad;

as a lass falls; as all dads;

add a salad; all flasks fall;

salads; all salads; as all ask dad; a lad

as alaska ask a lass; alaska adds a fad;

Before you go on, let's do a Technique Check! **REMEMBER–**

FEET–SEAT–ELBOWS–PALMS–FINGERS

If you can't remember what they mean, review and get in the correct position before you do your last set of exercises.

Key each line once, or as many times as you feel you need to perfect your skill. Good luck!

a sad fad; sad as a lads fad; a sad dads;

asks a lass; ask alaska; as all salads ad

all fall ads; all alaskas; all kasks fall

GOOD WORK! LABEL THIS ACTIVITY 1

NOW YOU ARE READY TO COMPLETE ACTIVITY 2 - HOME KEY BLITZ!
YOU WILL NEED TO GET THE ACTIVITY HANDOUT. HAVE FUN!

KEYBOARDING
ACTIVITY 2 - **HOME KEYS BLITZ**

Let's build your skill on the home row. Cover your hands with a paper or, if you can't cover them, at least keep your eyes on your copy, not your hands. Key each line once. For each line completed without looking at your hands, put a check mark by that line on your paper. You need to do each line only one time.

1. **as a lad; as a lad; as a lad; as a lad;**
2. **lass sass lass sass lass sass lass sass**
3. **as a lad falls; as a lad falls; as a lad;**
4. **a sad fall a sad fall a sad fall a sad fall**
5. **ask all; ask dad; ask all; ask dad; ask all**
6. **sad salad sad salad sad salad sad salad sad**
7. **ask a lass ask a lass ask a lass ask a lass**
8. **fall fall falls fall fall falls fall falls;**
9. **all flasks fall; all flasks fall; all fall;**
10. **alaska salad alaska salad alaska salad all;**

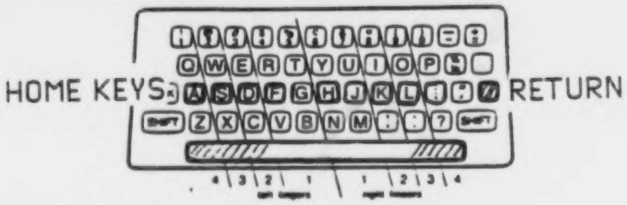
ACTIVITY 3: THE "H" AND "E" KEYS

In this activity you will learn to strike the "h" key with your first right finger (the "j" finger). The "j" finger reaches to the left, presses the "h" and then returns to the home position.

Label your paper **ACTIVITY 3.**

Review your typing position--FEET, SEAT, ELBOWS, PALMS, FINGERS.

Look at the diagram. The home fingers now make a new reach but ALWAYS RETURN TO THEIR HOME POSITION.



First let's practice these lines. **Type each line once.**

jhj jhj jhj; jhj; jhj hjh hjh jhj jhj;

jhj jhj jhj; jhj; jhj hjh hjh jhj jhj;

fdsa jhj ;lkj h hf dk fj sl a; jh jhj aha shs

kask kash sash hash as half half kask slash

all alaska dash; salad has half hash salad;

COVER YOUR HANDS AND KEY THE NEXT EXERCISE

a sad half a salad; a fad as a alaska hash as;

alas all kask has all dads ask; dad falls; all

half a flak flash; ask a half sad flash; a half

sal has a salad; alf had a half a flask sad;

all flasks flash as a lad has salads; as all

aha aha alaska salad has a fall; salads ask;

a lad has a lash as sad as dads; a flash had

GOOD WORK! NOW LET'S TRY THE "e".

To type the letter "e", the "d" finger comes off the home row position, reaches up to the next row, and presses the "e" and then returns to the home row position. Let's try it now.

Type each line once.

ded ded ded ded ede ede ded ded

ded ded ded ded ede ede ded ded

deed deeds seed deeds seed feed

deed deeds seed deeds seed feed

seeds faded as all else fell; heeds safe sealed

leeks feed dead; sadee sees a jelled leek sale

feed all seals; sell all sleek eels; fake leases

COVER YOUR HANDS FOR THE NEXT EXERCISE

ede ede ded ded jhj hjh hjh hjh

deed deeds seed deeds seed feed

asked all lasses; all lasses fled; he asked

he had a hassled lease sale; she has fled;

a deed; a seed; see a dead seed; added seed

leeks feel dead; she sees a salad; alaska;

If you feel discouraged because your fingers do not remember and move as you would like, THINK of the golfer who practices his stroke over and over again. Also remember the bowler who spends lots of time developing his muscles. You are also developing MUSCLE CONTROL. Keep a POSITIVE ATTITUDE--YOU WILL IMPROVE WITH EACH EXERCISE.

YOU HAVE JUST COMPLETED EXERCISE 3--
CONGRATULATIONS!

ACTIVITY 4: CAPITAL LETTERS

Locate the SHIFT LOCK (called CAPS LOCK on computers) key on your keyboard and press it. When this key is "on", all letters will print in CAPITALS. Pressing the **SHIFT KEY** again will stop the capital letters.

Press down the **SHIFT LOCK** key with the little finger nearest to it. Key the following lines one time:

AS ALL ASK DAD AS ALL ASK LADS AS DADS

AS A JAK FALLS ALL ADS FALL A LAD FALLS

DADS ALL ASK LADS ALL ASK A LASS FLASH

ALAS ALAS ALL KASH FALLS DADS FLAKS A

A LAD HAS A SALAD SAD DADS FLASH KASH

Try this exercise, but be careful! Some of the lines are in ALL CAPS and some are in lower case letters. See if you can key your lines to match the following exercise.

DON'T KEY TOO FAST!

AHA ALAS DADS KASH HAS A FALL ALL KASH DADS KASH AS

all flasks flash as a lad had a salad; all dash; as

ALF HAD HALF A FLASK SAL HAD HALF A SALAD ALASKA AD

a salad; a flask; a sash a dash; a lass; a lass; a;

Next, use TWO HANDS to make capital letters. Hold down the LEFT SHIFT KEY to make a capital on the RIGHT side of the keyboard. Stretch the little finger; try to keep the other fingers on the HOME ROW KEYS. Practice moving the left little finger (the "a" finger) down to the shift key.

Use the LEFT SHIFT KEY as you capitalize the "J" key in the drill line below.

jJa jJa Jja Jja Jja Jja Jja

jJa jJa Jja Jja Jja Jja Jja

Using the LEFT SHIFT KEY to make the capital letters, practice the drill lines below. IT'S OKAY TO SLOW DOWN!

Lads kash; Jak adds a flask; Ka has salad;

Hall had half a flask; Lads lash Kash; Jaks

RETYPE THE ABOVE LINES ONCE MORE. BE SURE TO KEEP YOUR EYES ON YOUR BOOK AND NOT ON YOUR HANDS.

Use the RIGHT SHIFT KEY to make a capital letter on the LEFT side of the keyboard.

Practice moving the right little finger (the ";" finger) down to the shift key.

Use the RIGHT SHIFT KEY as you capitalize the F key in the drill lines below. Remember, IT'S OKAY TO SLOW DOWN!

fF; fF; Ff; Ff; Ff; Ff; Ff; Ff; Ff;

fF; fF; fF; Ff; Ff; Ff; Ff; Ff; Ff;

Use the RIGHT SHIFT KEY to make the capital letters, practice the drill lines below.

Dad has all kash; A lass has a kask fad;

Sal has had a salad; Alf had Alaska; Aha

All lads had Alaska salads; Add a salad;

Here's the REAL TEST! See if you can use the correct shift keys on the capital letters in the drill lines below.

TAKE IT SLOW! BE CAREFUL!

A lad had half a salad; Alf had half a Flash

Alf adds kash; a lass has had a sad salad

Hall has all Dads flasks; Alf had Jak ask

Half a salad; Alf has Half a kask; Ask Ka;

CONGRATULATIONS, YOU HAVE COMPLETED ACTIVITY 4!

IF YOU ARE WORKING ON THE ELECTRONIC TYPEWRITER, CONTINUE ON TO LEARN THE FUN FEATURES OF THE ELECTRONIC KEYBOARD.

IF YOU ARE ON THE COMPUTER, YOU ARE NOW READY TO APPLY YOUR KEYBOARD SKILLS TO YOUR COMPUTER UNIT.

Electronic Typewriter

INTRODUCTION TO
THE ELECTRONIC TYPEWRITER

ACTIVITY A

You now have an opportunity to use some of the fun features that an ELECTRONIC TYPEWRITER has. These activities will involve centering, boldfacing, underlining, and correcting.

You will need either an operation manual, or instructions from your teacher on how these features work.

A. AUTOMATIC ERROR CORRECTION

Find the section in your operation manual about correcting errors. Read the instructions carefully to understand the procedure.

When you think you are ready to practice correcting errors, do so on the words below.

He sells sea shells;

ask a lad

Alf has a flask;

(Type your own name)

(Type your friend's name)

B. CENTERING

Find the section in your manual about centering. Read the instructions carefully so you understand how to center.

When you are ready to practice centering, do so on the following words?

Alaska
K.A.S.H.
shall
Skaggs
glad dad

C. UNDERLINING

Find the section in your manual that tells about underlining. Read the instructions carefully, and when you think you are ready to practice underlining, type the following words and, of course, UNDERLINE THEM.

LASS HAS HALF A SALAD

lass has half a salad

D. BOLDFACING

When a typewriter "boldfaces" something, it actually types each letter twice so that the letters become **BOLD** or **darker**.

Read each section in your manual on boldfacing.

When you are ready, type the following three sentences. **AS YOU ARE TYPING, BOLDFACE THREE WORDS IN EACH SENTENCE.**

He had a hassled lease sale

She has had half a salad

Dad added half a flask

See how much fun ELECTRONIC TYPEWRITERS can be?

You have just completed Electronic Typewriter Introduction, Activity A.

Name ____________________ Period _____

Score _____

ELECTRONIC TYPEWRITER
ACTIVITY B

WHICH IS WHICH?

Directions: From the word list, choose the correct word and key it in the blank space in the sentence. Position your machine by using the space bar to move the carrier. Use ALL CAPS, **bold,** and underline for your answers. Correct any errors you make. Remember to position yourself correctly at the keyboard and to keep your fingers on the home keys and reach with proper fingering to the keys on the other rows.

WORD LIST

two	to	too
then	than	
their	they're	there
accept	except	
principal	principle	
lie	lay	

Words can be used more than once. Be sure to use a dictionary if you aren't sure which is the correct word.

1. Give me ___________ hamburgers _________ go ________________.
2. Ryan does better ___________ his brother, now and ___________.
3. The girls left ________________ home at 5 p.m.
4. ___________ lawns ____________ mow in one day are ___________ much.
5. It must be later______________ I thought.
6. For this favor I can _________________ nothing.
7. Jason oiled his bike and __________ it ran better ___________ ever.

Name ____________________ Period ______

Score ______

ELECTRONIC TYPEWRITER

ACTIVITY C

SUPER SLEUTH!!!!

If you are good at solving puzzles, you will be GREAT at completing this activity. How many words do you think you can make out of the word LEASHES? Some come to mind right away, such as **ash, ashes, see, sees, he, she**—but is that all? What about **lash, lashes, lease, leases, heel, heal, seal, sea.** Try your hand at finding words within words and see if you are really a SUPER SLEUTH! Key your answers centered below the word. If you are not sure how to center, check the operations manual for your typewriter. It will give you step by step instructions for centering. Correct all of your answers. You must find at least 8 smaller words for each word to complete this assignment.

SHRUGGED

SHRIEKED

REFRESHED

Name ______________________ Period ______

Score ______

ELECTRONIC TYPEWRITER

ACTIVITY D

WORD SCRAMBLE

The underlined word is the "key" word. Each of the words following are scrambled words that if unscrambled properly will rhyme with the "key" word. See how many words you can decode. Key them in **CAPS AND BOLD.** If you are not sure how to use the **bold** feature on your typewriter, check the operations manual. It will give you step by step instructions for keying words in **bold**.

toe ewo eof deo eho

par fra rca atr rma

sat tca pta amt ath

tame cmea afme mlae

feed eedn dehe eded

took kolo coko koho

fine inwe iden einl

hip ipt rpi pli idp

say ayp yam ayr hya

met tej elt ept gte

sail afil imal alri

more oert rewo opre

lure ucre repu uesr

pack ackl cjak kcas

ELECTRONIC TYPEWRITER

ACTIVITY E

CENTERING

In this assignment you will be using the centering and error correction features of the electronic typewriter.

Set your machine for DOUBLE SPACING (you may need to check your operation manual for instructions).

Each line of this assignment needs to be **CENTERED** and **ALL ERRORS CORRECTED**. If an error slips by, go back and correct it.

Type the following announcement information, but put in your name and a friend's name where the parentheses are. DON'T FORGET TO CENTER EACH LINE.

(type your friend's name)

is invited as

A SPECIAL GUEST

to a

fun and exciting event

at the home of

(type your name)

on

(type the date a week from today)

from eight to ten

PLEASE COME!

ELECTRONIC TYPEWRITER

ACTIVITY F

SELF-INVENTORY: HOW WELL DO YOU KNOW YOURSELF?

Below is an information sheet. Fill in all the blanks truthfully. You can write **"pass"** in any **two** blanks you do not want to answer. Correct any errors. Have fun!

Name ______________________________ Sex __________

Address ______________________________ Phone # __________

Date of Birth ______________ Age __________ Year of Birth ______

Color of Hair ______________ Color of Eyes ______________

Boyfriend/Girlfriend's Name ______________________________

Favorite Time of Year ______________________________

Favorite Sport ______________________________

Favorite Food ______________________________

Favorite Drink ______________________________

Hobbies ______________________________

Number of Pets ______________ Kinds of Pets ______________

____

Favorite Color ______________________________

Favorite Flower ______________________________

Favorite Tree ______________________________

Favorite Time of Day ______________________________

Favorite Day of the Week ______________________________

Favorite Class ______________________________

Favorite Movie Star ______________________________

Favorite Movie ______________________________

Favorite Song ______________________________

Name ____________________

Period ______
Score ______

ELECTRONIC TYPEWRITER

ACTIVITY G

HOROSCOPE

Many people like to read their horoscopes to see what the day has in store for them. Find your birthday below to determine what "sign" you are. Horoscopes are predictions about what will happen to everyone under that "sign". Your assignment here is to create horoscopes for each sign. The first two have been done for you. Use your imagination and have fun with this!

YOUR HOROSCOPE FOR THE MONTH

ARIES (March 21 - April 19):
A favorable month if you avoid arguments with friends. A piece of good news about a special friend is coming this month. Attempt to work extra hard on your studies this month.

TAURUS (April 20 - May 20):
The first two weeks are excellent for meeting new members of the opposite sex. Opportunities to earn money are on the upswing later in the month.

GEMINI (May 21 - June 20):

CANCER (June 21 - July 22):

LEO (August 23 - September 22):

LIBRA (September 23 - October 22):

SCORPIO (October 23 - November 21):

CONTINUED ON NEXT PAGE.

SAGITTARIUS (November 22 - December 21):

CAPRICORN (December 22 - January 19):

AQUARIUS (January 20 - February 18):

PISCES (February 19 - March 20):

ARIES (March 21 - April 19):

Name ______________________ Period __________

Score __________

ELECTRONIC TYPEWRITERS

ACTIVITY H

PERSONAL ADVICE

You are the editor of an advice column. Instead of "Dear Abby", you are "Lee Lawrence."

You have received the following four letters from people who desperately need your advice. Under each letter, type out your response. Set your margins so they line up with the letters.

Dear Lee:

I need help before I get in real trouble with my first-period teacher. I am always late to class. I really try to get up on time in the morning and get out of the house but never quite make it. I watch the late movies on TV and am too tired to get out of bed in the morning when the alarm rings. My parents and teacher are giving up on me. What should I do?

Sleepyhead

Dear Lee:

I like this one guy a whole lot. My friends tell me that he also likes me. But whenever he speaks to me, my stomach gets butterflies and I can't think of anything to say. I am afraid he will think there is something wrong with me. Please help me! I don't want to lose him.

Tongue-Tied

Dear Lee:

I am in the seventh grade and would like to take some woodshop classes. My mother and father say that I must take music. I really have no interest in music but have always enjoyed making things. I am worried that if I take classes that are not enjoyable to me, I will probably fail. How can I convince my parents that shop is the thing for me?

Woodworker

Dear Lee:

I need help before I lose all my friends and become a social outcast. My parents insist that I be in the house each night by 9 p.m. All of my friends stay out until 11. My friends laugh at me and are beginning to say "forget it." What can I do?

Early Bird

ELECTRONIC TYPEWRITER

ACTIVITY I

PICTURE PERFECT

Set your margins for 30 and 75. Space down 18 lines from the top of your paper and type as directed on each line. Line 1 indicates that you are to tap the space bar 28 times, type the X key two times, space bar 3 more times and type 2 more Xs, then return.

Code

sp --> space bar
* --> shift and the number 8 key
X --> capital X
0 --> number 0
+ --> shift and the = key
= --> equal key

Line:

1. 28 sp 2X 3 sp 2X Return
2. 29 sp 1X 3 sp 1X Return
3. 30 sp 1X 1 sp 1X Return
4. 31 sp 1X Return
5. 24 sp 15X Return
6. 24 sp 1X 13 sp 1X Return
7. 24 sp 1X 3 sp 2* 3 sp 2* 3 sp 1X 8 sp 2+ Return
8. 24 sp 1X 6 sp 1* 6 sp 1X 7 sp 4+ Return
9. 24 sp 1X 13 sp 1X 7 sp 4+ Return
10. 24 sp 1X 2 sp 9= 2 sp 1X 7 sp 4+ Return
11. 24 sp 15X 7 sp 4+ Return
12. 30 sp 3X 13 sp 4+ Return
13. 13 sp 9+ 1 sp 17X 1 sp 9+ Return
14. 13 sp 10+ 2X 13 sp 2X 10+ Return
15. 13 sp 10+ 2X 3 sp 7= 3 sp 2X 10+ Return
16. 13 sp 4+ 6 sp 2X 3 sp 1+ 2 sp 1* 2 sp 1+ 3 sp 2X Return
17. 13 sp 4+ 6 sp 2X 3 sp 7= 3 sp 2X Return
18. 13 sp 4+ 6 sp 2X 13 sp 2X Return
19. 13 sp 4+ 6 sp 17X Return
20. 14 sp 2+ 9 sp 1X 2 sp 1X 5 sp 1X 2 sp 1X Return
21. 24 sp 1X 2 sp 1X 5 sp 1X 2 sp 1X Return
22. Repeat line 21.
23. Repeat line 21.
24. 25 sp 3* 6 sp 3* Return
25. Repeat line 21.
26. Repeat line 21.
27. Repeat line 21.
28. 21 sp 8X 5 sp 8X Return
29. 20 sp 9X 5 sp 9X Return

ELECTRONIC TYPEWRITER

ACTIVITY J

ENVELOPES

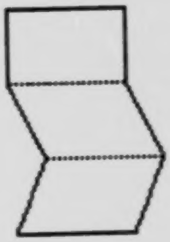
Next time you write to your friends, grandparents, cousins, etc. you can type the envelope in the proper format outlined by the postal service.

Follow these directions carefully:

1. Look at the example below and follow the capitalization and punctuation exactly. Also, use the two-letter state abbreviations. Correct all errors.

2. Fold a piece of paper into thirds. Insert it into your typewriter.

3. To type the **return address** (your address):



Start 2 lines down from the top.
Space over 3 spaces from the left edge.
Type your first and last name. (JARED JONES)
Type your street address. (225 EAST 500 SOUTH)
Type your city, state, and zip code. (OGDEN UT 84404)

4. To type the **mailing address**:

Start 14 lines from the top of the envelope.
Set your left margin on 45. (Check operations manual under margins)
IN ALL CAPITAL LETTERS, TYPE THE NAME OF THE PERSON YOU ARE WRITING TO.
IN ALL CAPITAL LETTERS - EXCEPT FOR THE NUMBERS - TYPE THE STREET ADDRESS
IN ALL CAPITAL LETTERS, TYPE THEIR CITY, STATE, AND ZIP BUT LEAVE OUT PERIODS OR COMMAS.

Your envelope should look like the example. Did you leave out periods or commas in the address? Did you type it in all capital letters? Did you correct your errors?

5. **On the other two folds of your paper, repeat the above steps. Address these envelopes to anyone you want.** When you have finished all three envelopes, you are DONE!

MR JARED JONES
225 EAST 500 SOUTH
OGDEN UT 84404

MRS ANN CRAMER
BEATTY BUSINESS PRODUCTS
2894 RODGERS STREET
MIDLAND OH 45148

Name ____________________

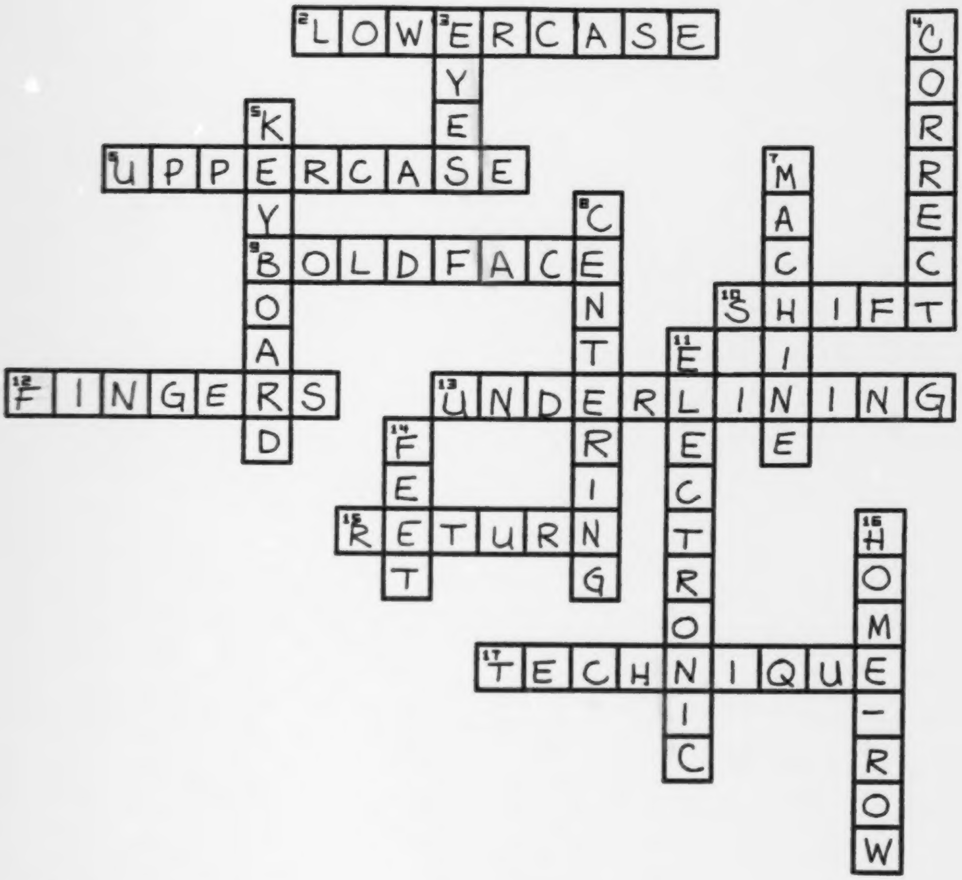
Period __________
Score __________

ELECTRONIC TYPEWRITERS

ACTIVITY K

CROSSWORD PUZZLE

You are a reporter for the school newspaper. Your job is to create a crossword puzzle for the next edition. The puzzle itself has been created for you. Your job is to create the clues necessary to do the puzzle. These terms have come from your Keyboarding unit.


2 LOWERCASE
3 EYE
4 CORRECT
5 KEYBOARD
6 UPPERCASE
7 MACHINE
8 CENTERING
9 BOLDFACE
10 SHIFT
11 ELECTRONIC
12 FINGERS
13 UNDERLINING
14 FEET
15 RETURN
16 HOME-ROW
17 TECHNIQUE

ACROSS
2.
6.
9.
10.
12.
13.
15.
17.

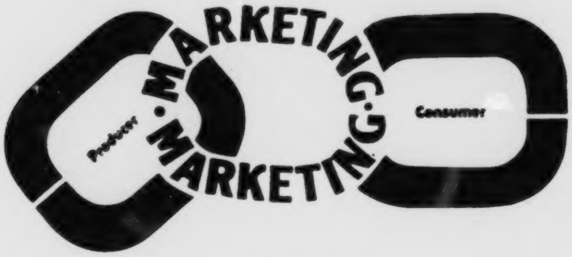
DOWN
3.
4.
5.
7.
8.
11.
14.
16.

Marketing

MARKETING

What is MARKETING? You are around it daily. You see it, hear it, buy, sell and create with it. It is nearly impossible to get away from.

Marketing is finding out what products and services consumers need and want and then making those things available. It is like a link in a chain connecting those who provide a product or service (producers) with those who buy and use it (consumers).



*

Marketing includes such things as selling, promotion, packaging, branding, trademarks, and logos. In this unit you will learn a little about this interesting career.

ACTIVITY 1

Complete the worksheet "Name that Commercial" to see how many of the products being marketed today you can remember. When you finish the worksheet, turn it in to your teacher for credit.

**COMPLETE THE ACTIVITY 1
WORKSHEET NOW**

*Figure taken from Marketing: An Introduction. Stull, William A., Hutt, Roger W. Southwestern Publishing Co., 1986.

MARKETING

ACTIVITY 2

Complete the Activity 2 worksheet
"You Deserve a Promotion"
as you read this section

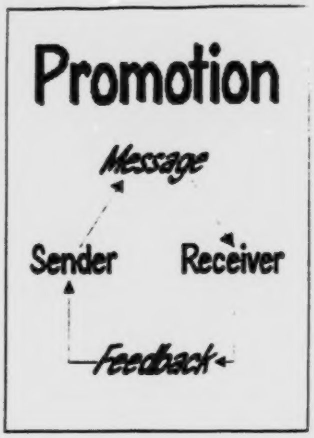
Promotion is letting people know about products and services in a positive way so they will want to buy.

It is important to use promotion so we as buyers will know which products to buy. The messages tell us about products and services that are available.

Promotion is used to tell us:

A. How to use a product
B. The quality of a product
C. Where the product is available
D. Other important information

Promotion consists of a sender of the message, the message itself, the receiver of the message, and feedback.



Feedback is important in the promotion cycle because it helps the sender know his message got through.

Feedback is usually in the form of **purchases** (buying), **contributions** (giving), or **attendance** (being there).

Suppose you were elected as the promotional chairman for your school class. You are the "sender" of the message. Your class is sponsoring a Sub for Santa for a very needy family. You didn't tell anyone about your project. You didn't make any posters. You didn't have the project announced over the intercom. You didn't place an article in the school newspaper. The day the family was expecting their delivery, you didn't have any items to deliver.

From the example above, why do you think promotion is important? **It is important because it informs us, reminds us of the product, and persuades us to buy.**

To INFORM

To REMIND

To PERSUADE

To help you understand the three major reasons to use promotion, some examples of how they are used are listed below:

TO INFORM

A company that makes quick oats does ads on free recipes for cookies, cakes, and breakfast cereal made with their oats.

A company that manufactures window cleaner offers money-back guarantees if their product does not clean as promised.

A detergent company informs buyers about their special ingredients: blue crystals, softening agents, and bleach.

TO REMIND

A local home builder gives away free balloons with his company name on them.

A bank gives free key chains with their company name on them.

A cosmetic company gives out free nail files with their name printed on them.

TO PERSUADE

Companies change their products hoping new customers will buy them.

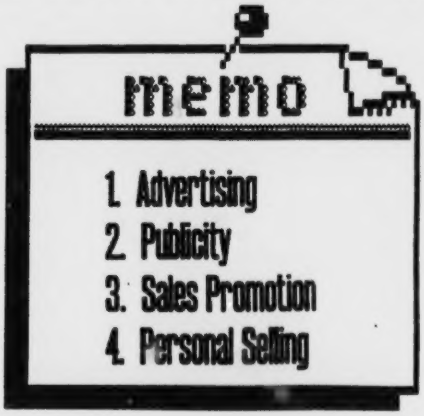
A company uses labels to emphasize that products are "new and improved," "concentrated," "extra strength," or "enriched."

Advertising agencies use words to persuade us to purchase products. These words are sometimes referred to as **Power Words**. Some examples are: **new, improved,** and **free**.

There are four types of promotion. These tools can be used to help sellers get their message to possible customers.

1. ***Advertising***--*any paid form of communication*
2. ***Publicity***--*free promotion through press releases or newspaper articles for sponsoring an event or donating to some cause*
3. ***Sales Promotion***--*coupons, contests, rebates, free samples, displays, etc.*
4. ***Personal Selling***--*talking to each customer to help them decide to buy*

Companies may use any combination of the types of promotion to help sell their products. In some of the activities in this unit, you will also use these types of promotion.



MARKETING
ACTIVITY 3

Complete the Activity 3 worksheet
"Bikes Unlimited"
following the directions given

* * * * *

MARKETING
ACTIVITY 4
POWER WORDS

What is in an ad? Millions of dollars are spent making good and bad ones. This activity will help you become aware of the different kinds of ads being used to sell products to you. Follow the directions below to complete this activity:

1. Cut apart the example cards for Activity 4.

2. Use magazines, newspapers, or coupon sheets provided by your teacher to find the kind of advertising or publicity that each card asks for. You may also write down radio or TV ads that are good examples.

3. Cut out the examples and staple or tape them to the example cards and turn in for credit.

As a bonus assignment for extra KASH, ask your instructor for a copy of **"Promotion Password"** and play the game with another student. Complete the "Promotion Password Answer Sheet" as instructed.

MARKETING
ACTIVITY 5
PERSUASIVE ADVERTISING

How would you sell a new product? What type of package would you choose? What colors? This is also part of Marketing. After making all of those decisions, you have to really "sell" it with great ads.

Your assignment is to creatively make a persuasive advertisement in the form of a poster for a new breakfast cereal. The cereal is called **"Take Charge"** and is made from wholesome grains. It has a sugar coating for sweet taste.

Use persuasive words such as:

You
Money
Save
Easy
Improved
Results
Health
Proven
Guaranteed
Free
Safety
Love
Discover
New

Your teacher will provide paper and markers or crayons. Your "ad" will be displayed in the room. Bonus KASH for great posters!

BE SURE TO PUT YOUR NAME AND PERIOD ON YOUR AD!!!

MARKETING
ACTIVITY 6

INSTRUCTIONS: While you read the next two pages, fill in the answers on the Activity 6 worksheet called **"Product Marketing and Packaging."**

Product Marketing

What does this stand for?

You are able to recognize this symbol or logo because you have seen it often on television, billboards, newspaper, etc. Connecting products with their brand name is called **BRANDING**.

The main purpose of branding is to identify a product or company. Some brands such as Quaker Oats, Pillsbury's Best Flour, and Ivory Soap started in the 1860s and 1870s and are still being used today. Brands today range from clothing ("Levi Strauss") to real estate services ("Century 21").

Recognizing brands makes shopping easier. Many customers don't want to try a new product unless they know the brand. For example, Coca-cola drinkers quickly tried Diet Coke when it was introduced because they recognized the brand as one they liked.

Two things used in product marketing are brand names and trademarks. To help you understand these better, here are some definitions:

BRAND NAME: A specific word or letter used to identify a product.

Kodak

Del Monte Quality

Whirlpool Home Appliances

TRADEMARK: Brand names, symbols, or marks that have legal protec*tion*. It may be a word, a picture, a letter, a number, or a combination of these.

Reebok

BUICK

Hostess

A **trademark** is different from a brand name because it is registered with the government to be used by a single company. The word "Band-Aid" is an example. Notice the Ⓡ next to the words "Band-Aid" and the word "Brand" next to it. Other companies cannot use the word "Band-Aid." They must call their product "bandages."

BAND-AID® BRAND

Product Packaging

Packaging helps sell the product in addition to protecting it. Packaging and branding help set apart your product from all other products.

Sometimes a new package improves a product by making it easier or safer to use. Some examples of this are:

- Clorox new spill proof container
- Tylenol safety sealed bottles
- Hunts catsup in plastic squeeze bottles
- Downy refillable containers

Color is also important. Specific colors are used in packaging food. It is a known fact in the food industry that the colors red, orange, brown, and green are colors which stimulate the appetite. Here are some examples of how colors are used:

> Most vegetable cans are red, orange, brown, and green.
>
> Usually bread is packaged in brown or white. Blue and purple are not appetizing colors. Bread is also not usually packaged in green because the color green may look moldy on a bread wrapper.

Next time you are in a store, maybe you'll understand a little more of what goes into each product you see.

Now correct and turn in the Activity 6 worksheet

MARKETING

ACTIVITY 7

Complete the Activity 7 worksheet "Homework Headache" following the directions given

NAME______________________________ PERIOD________

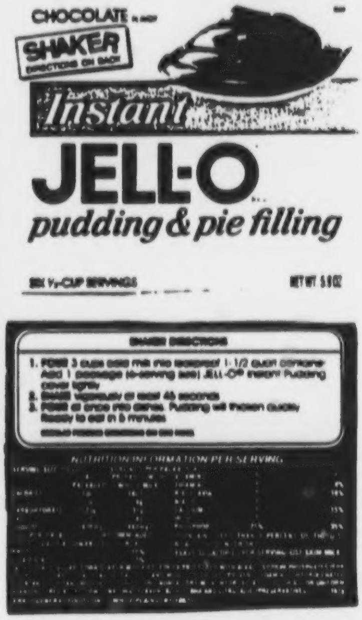
NAME OF PRODUCT PACKAGE________________________ SCORE________

MARKETING
ACTIVITY 8
PACKAGING A PRODUCT

In this unit you have learned that there are many things involved in marketing. This assignment is to design a package for a product. Use the information below to do this assignment.

One of the most important parts of the package is the **label**. The label provides the customer with more than just the PRODUCT NAME, MANUFACTURER'S ADDRESS, and LIST OF INGREDIENTS. Look at the copies of labels below or at several labels from products you have at home on your own shelves. Note all the "things" that are included on the label!

Kellogg's
FROSTED FLAKES



Pretend you work for a company which has just developed a new tourist product: ***canned chocolate-covered Utah crickets***. (Or you may create your own NEW product.)

Using the ideas you have learned in this unit, develop a label for the package. MAKE IT NEAT AND EYE CATCHING!!! Include the items which every label must have as well as extra items which might make the consumer choose your product instead of someone else's.

BEST COPY AVAILABLE

Your label must have the following:

- -name
- -logo
- -color, design
- -ingredient list
- -nutrition list
- -picture, words

Be sure to put your label on a box or can, write your name and period on your package and turn it in with this page.

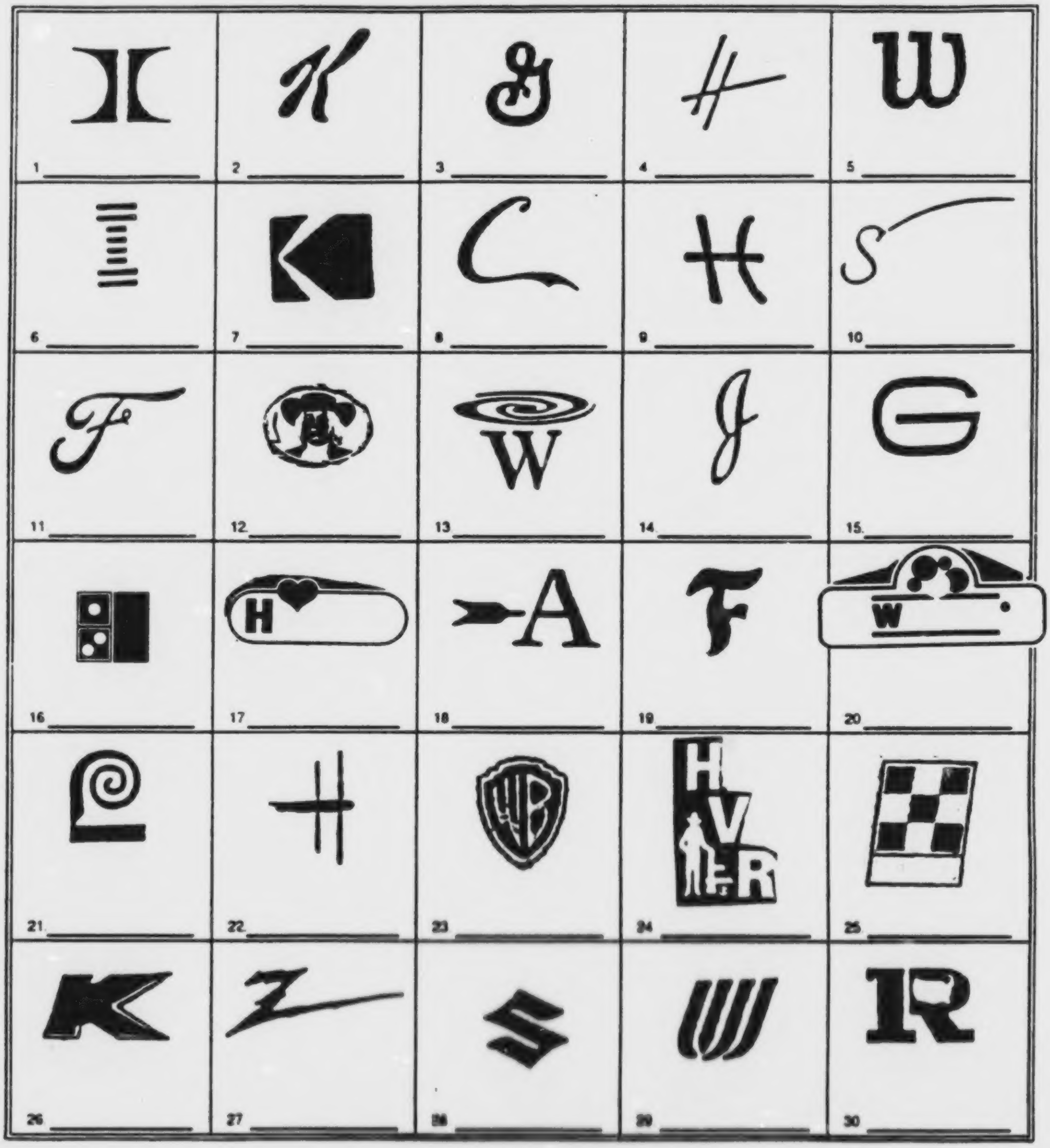
Don't forget to write the name of your product at the top of this page!

Name______________________________ Period__________

Score__________

MARKETING
ACTIVITY 9
WHAT'S MY LOGO?

Instructions: Look at the symbols shown below to see how many you recognize. Write your answers in the blanks provided.


1 ______
2 ______
3 ______
4 ______
5 ______
6 ______
7 ______
8 ______
9 ______
10 ______
11 ______
12 ______
13 ______
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24 ______
25 ______
26 ______
27 ______
28 ______
29 ______
30 ______

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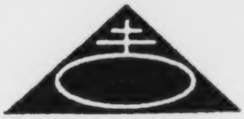
Copyright September/October, 1979, P.E.I.
(Additions and deletions made to this list 1993)

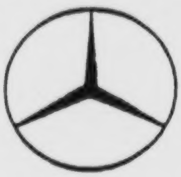
Name______________________________ Period___________

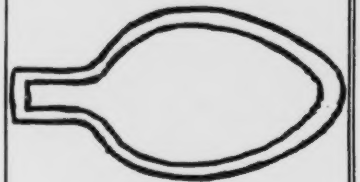
Score___________

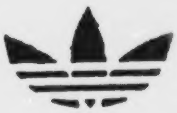
MARKETING
ACTIVITY 10
WHAT'S MY TRADEMARK?

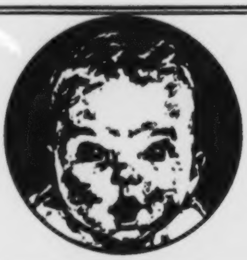
Instructions: Look at the symbols shown below to see how many you recognize. Write your answers in the blanks provided.

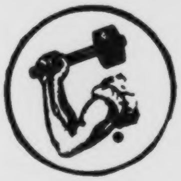

1. ______________________

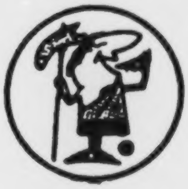

2. ______________________


3. ______________________

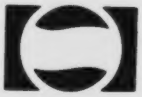

4. ______________________

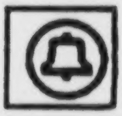

5. ______________________

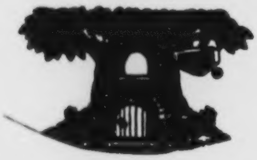

6. ______________________


7. ______________________

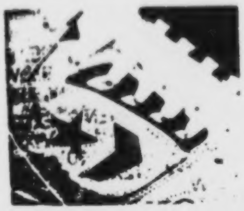
8. ______________________

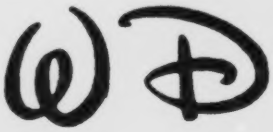

9. ______________________

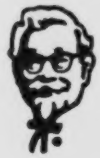

10. ______________________


11. ______________________

12. ______________________


13. ______________________


14. ______________________

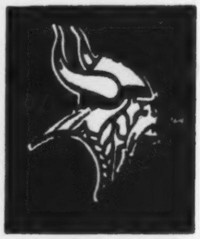

15. ______________________

Name________________________________ Period____________

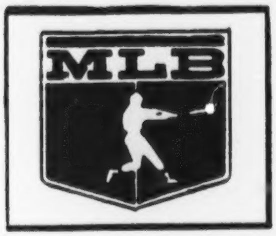
Score____________

MARKETING
ACTIVITY 11
WHAT'S MY SPORTS TEAM?

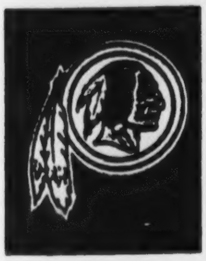
Instructions: Look at the symbols shown below used to identify various sports teams to see how many you recognize. Write your answers in the blanks provided.



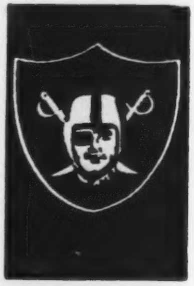
1. ______________



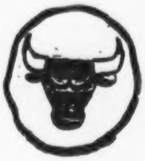
2. ______________



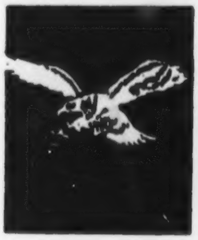
3. ______________



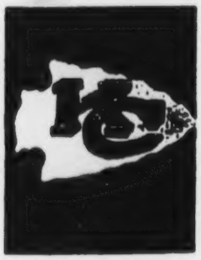
4. ______________



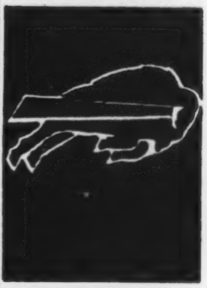
5. ______________



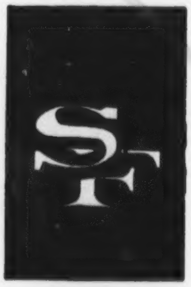
6. ______________



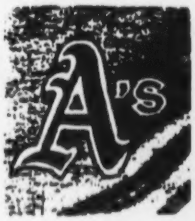
7. ______________



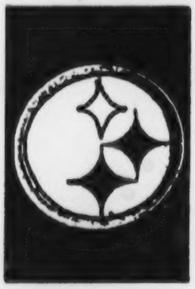
8. ______________



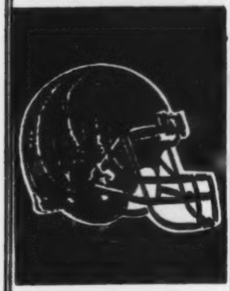
9. ______________



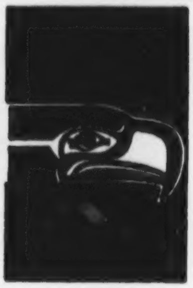
10. ______________



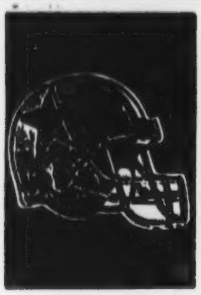
11. ______________



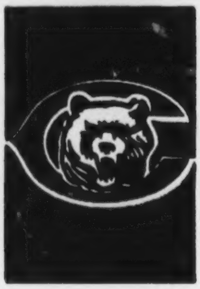
12. ______________



13. ______________



14. ______________



15. ______________

EST COPY AVAILABLE

Teachers:

Please be aware that slogans change quite often. It would be a good idea to update this activity each school year--if not more often.

Name______________________________ Period__________

Score__________

MARKETING
ACTIVITY 1
NAME THAT COMMERCIAL

Instructions: In the blanks below, write down the PRODUCT NAME which matches the slogan given.

SLOGAN BRAND NAME/PRODUCT

1. Breakfast of Champions ______________________________

2. Gotta Have It ______________________________

3. Have You Driven a __ Lately? ______________________________

4. It Does a Body Good ______________________________

5. The Quicker Picker Upper ______________________________

6. Bet You Can't Eat Just One ______________________________

7. Steak, Salad, Seafood ______________________________

8. Take the Plunge ______________________________

9. They're Magically Delicious ______________________________

10. Different is Good ______________________________

11. Give Us a Week We'll Take Off the Weight ______________________________

12. It's Mountain Grown ______________________________

13. Choosy Mothers Choose ___ ______________________________

14. Gimme a Break, Gimme a Break, Break Me Off a Piece of That_____ ______________________________

15. Kid Tested, Mother Approved ______________________________

16. It isn't easy being cheesy ______________________________

Name________________________________ Period__________

MARKETING
ACTIVITY 2
YOU DESERVE A PROMOTION!

Score__________

Instructions: Answer the following questions using information from the section labeled Activity 2 in your Marketing booklet.

1. Define Promotion.

____

____

2. Why is it important to use promotion?

____

____

3. What four things does promotion tell us?

A. ____________________ B. ____________________

C. ____________________ D. ____________________

4. What does promotion consists of?

A. ______________ B. ______________

C. ______________ D. ______________

5. Why is feedback an important element of the promotion cycle?

____

6. What are forms of feedback?

A. ______________ B. ______________

C. ______________

7. What are the three major reasons to use promotion in marketing? Give an example of each reason.

	Reason	Example
A.	______________	______________________________
B.	______________	______________________________
C.	______________	______________________________

8. What are the four types of promotion?

A. ______________ B. ______________

C. ______________ D. ______________

Name______________________________ Period__________

Score__________

MARKETING
ACTIVITY 3
BIKES UNLIMITED

Instructions: Bikes Unlimited is a specialty biking store which caters to consumers of mountain bikes. Read the information below and decide which type of promotion each is (Advertising, Publicity, Sales Promotion, or Personal Selling). Write your answers in the spaces provided.

REMEMBER:
Advertising Publicity Sales Promotion Personal Selling

______________________ 1. Sponsor a bike-a-thon for a local charity

______________________ 2. Coupon program mailed to residents in the city

______________________ 3. Use sales people when customers visit the store

______________________ 4. Purchase advertising space in the local newspaper

______________________ 5. Give away free gifts to customers buying bikes

______________________ 6. Place several radio ads on local radio stations

______________________ 7. Special sales throughout the year

______________________ 8. Donate bicycle accessories to a Ronald McDonald House for a fund raiser auction

______________________ 9. Sponsor a bicycle team for races

______________________ 10. Give balloons with company name printed on them to people coming to the store

MARKETING
ACTIVITY 4
POWER WORDS--EXAMPLE CARDS

Example of company reminding customers of the company's existence	Example of a message informing customers about new products or services
Example of using "Power Words" (New, Improved, Free) in advertising	Example of a persuasive message
Example of a new use for a product or service	Example of a money-back offer or guarantee
Example of a company sponsoring an event.	Example of using promotion to create a company's image.

Name______________________________ Period__________

Score__________

MARKETING
ACTIVITY 6
PRODUCT MARKETING AND PACKAGING

1. What is the main purpose of branding?

____

2. Define the following:

BRAND NAME ____

TRADEMARK ____

3. What makes a trademark different from a brand name?

____

4. Give one example where packaging made a product easier or safer to use.

____

5. In the food industry, which colors stimulate the appetite?

____

6. In the food industry, which colors are not appetizing?

____

7. What color are the packages of the following products?

BONUS KASH FOR MORE THAN 10 CORRECT ANSWERS!

Campbell's soup

Honeycomb

Snickers

Lay's potato chips

Morton salt

Premium saltine crackers

Kraft Macaroni & Cheese

Cap'n Crunch

Crisco Shortening

Cheetos

Del Monte green beans

Wrigley's spearmint gum

Wheaties

Hershey's cocoa mix

Name________________________________ Period__________

Score__________

MARKETING
ACTIVITY 7
HOMEWORK HEADACHE

Instructions: What goes into a label? Let's use aspirin as an example. Look at the examples your teacher has for you or go to a store that sells five different brands of aspirin. Using the blanks provided below, evaluate each brand name, trademark and packaging.

Name of Brand #1 ______________________________

Name of Brand #2 ______________________________

Name of Brand #3 ______________________________

Name of Brand #4 ______________________________

Name of Brand #5 ______________________________

On a scale from one to ten (with ten being the highest), rate each brand on how well you like its brand name, trademark, and packaging.

Brand #	Brand Name	Trademark	Packaging
1			
2			
3			
4			
5			

Write down something each company is using to try to sell their product.

Brand #1 ______________________________

Brand #2 ______________________________

Brand #3 ______________________________

Brand #4 ______________________________

Brand #5 ______________________________

Teachers:

This activity can be done easily if you have five different aspirin brands on a display in your room. If not possible, students can do this as homework or as a Bonus assignment.

MARKETING
BONUS ACTIVITY

PROMOTION PASSWORD

This assignment is done as a game. To play, there must be two people. Start by getting a copy of the **"Promotion Password Answer Sheet"** and the **Promotion Situation Cards**. You will take turns giving the clues that are on the cards. This is how it works:

1. Player #1 reads the first **clue word** from Card #1 (the word is "time.") After hearing the clue, Player #2 writes down the word he or she thinks is the **password** in the first blank under "Word" on the answer sheet.

2. Player #1 then reads the second **clue word** (clock) and Player #2 writes an answer in the second blank. This answer can be the same word as the first word or a different one because of the extra clue. Then read the third **clue word** (wrist) and write an answer in the third blank under "Word."

3. After all three clues and answers are done, Player #1 tells what the "Password" is and Player #2 writes down a score from this chart:

   10 pts. for the right answer all three times

   5 pts. if you wrote it two times

   2 pts. if you wrote it one time

4. Part 2 of the game is deciding what type of promotion each business is using. Read the **Situation** and write your answer. The four types of promotion are:

   Publicity (sponsoring event, company name on free gifts, etc.)

   Advertising (having to pay for ads)

   Sales Promotion (coupons, rebates, displays, etc.)

   Personal Selling (one person talking to another)

5. When you have finished both parts, correct you answer sheet and turn it in.

Name____________________________ Period__________

Score__________

PROMOTION PASSWORD ANSWER SHEET

	WORD			SCORE	TYPE OF PROMOTION
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Teachers:

Please run these PROMOTION PASSWORD SITUATION CARDS on cardstock or laminate them for stability

Card #1

Password: WATCH

Clue Words: time clock wrist

Situation: This business repairs watches and jewelry. Their last promotion activity was sponsoring the community's Scout-O-Rama, where they passed out frisbees with the company name printed on each frisbee.

Card #2

Password: BELT

Clue Words: leather buckle seat

Situation: This business purchases leather which it makes into fashionable belts. It runs a newspaper advertisement weekly and has recently held several fashion shows to show customers how different belts may be worn.

Card #3

Password: CHICKEN

Clue Words: bird fried Kentucky

Situation: This business is a fried chicken franchise. The business just ended an extensive coupon program where customers could buy new "light" chicken salads for half price.

Card #4

Password: CARPET

Clue Words: floor covering shag

Situation: This company sells and installs carpet, tile, and linoleum. It spends time each month to train employees in successful selling skills to that positive personal contact is made with each customer. One employee's sole responsibility is to demonstrate to customers various cleaning techniques on floor samples.

Card #5

Password: APPLE

Clue Words: fruit red core

Situation: This enterprise is located in an orchard, and many employees are hired every summer to pick and sell apples. The owner decided to set up displays in several supermarkets where free samples of the variety of apples could be given to customers. Customers could also receive a recipe booklet describing creative menu ideas using apples.

Card #6

Password: FRIES **Clue Words:** potatoes sliced french

Situation: This business is a fast food restaurant that specializes in burgers and 'down home' french fries. Because a lot of their market is high school students, they donated money to remodel the school gym and now have their name on a large sign on the gym wall. They also provided funds for small basketballs with their name on them to be thrown at halftime at games.

Card #7

Password: BOAT

Clue Words: water motor sail

Situation: This enterprise is located near a popular lake resort and rents and sells different types of boats. Employees are more plentiful in the summer months to handle the many customers who come in and ask about the boats. Employees are paid a commission on sales made, so they make an extra effort to convince customers their boats are the BEST!

Card #8

Password: MUSIC

Clue Words: notes rhythm song

Situation: This business sells stereo equipment, Cd's and tapes. It runs a radio ad daily and buys television time for special sales. Placing ads in junior and high school student papers has also worked well. During one of the business's last campaigns, students could bring their newspapers to the store to receive a free T-shirt.

Teachers:

An old marketing assignment that could be added back in is "Sneetches" if you currently have the book and worksheet.

MARKETING
Tryout

MARKETING: CAREER TRYOUT

GREAT IDEAS

Instructions: You work as a graphic designer at Utah Advertising. You have been asked to design a logo for the Great Salt Lake Chocolate Company using the information below.

The Great Salt Lake Chocolate Company manufactures chocolates and other fine candies. The company specializes in 1-pound and 5-pound boxes of hand-dipped chocolates. They ship their product throughout the United States. Their product is sold in grocery stores, drug stores, and gift stores. Their competition includes candy companies such as Fernwoods, See's, Mrs. Cavanaugh's, and Kara's.

Use the following guidelines to create your logo:

-simple

-clean

-easily recognizable

-good company image

-easy to reproduce

-creative

The logo should be drawn on one piece of paper. Draw it large enough to fill the sheet of paper. Use color and, when finished, put your name and period on your great idea and turn it in.

ANSWER KEY

Name________________________________ Period___________

Score___________

MARKETING
ACTIVITY 1
NAME THAT COMMERCIAL
ANSWER KEY

	SLOGAN	BRAND NAME/PRODUCT
1.	Breakfast of Champions	WHEATIES
2.	Gotta Have It	PEPSI
3.	Have You Driven a __ Lately?	FORD
4.	It Does a Body Good	MILK
5.	The Quicker Picker Upper	BOUNTY
6.	Bet You Can't Eat Just One	LAY'S POTATO CHIPS
7.	Steak, Salad, Seafood	SIZZLER
8.	Take the Plunge	NESTEA
9.	They're Magically Delicious	LUCKY CHARMS
10.	Different is Good	ARBY'S
11.	Give Us a Week We'll Take Off the Weight	SLIMFAST
12.	It's Mountain Grown	FOLGERS COFFEE
13.	Choosy Mothers Choose ___	JIF
14.	Gimme a Break, Gimme a Break, Break Me Off a Piece of That_____	KIT KAT
15.	Kid Tested, Mother Approved	KIX
16.	It isn't easy being cheesy	CHEETOS

ANSWER KEY

Name________________________

Period__________
Score__________

MARKETING

ACTIVITY 2

YOU DESERVE A PROMOTION!

Instructions: Answer the following questions using information from the section labeled Activity 2 in your Marketing booklet.

1. Define Promotion.
Letting people know about products and services in a positive way so they will want to buy.

2. Why is it important to use promotion?
So we as buyers will know which products to buy

3. What four things does promotion tell us?
A. How to use a product B. The quality of a product
C. Where the product is available D. Other important information

4. What does promotion consists of?
A. sender B. message
C. receiver D. feedback

5. Why is feedback an important element of the promotion cycle?
It helps the sender know his message got through

6. What are forms of feedback?
A. purchases B. contributions
C. attendance

7. What are the three major reasons to use promotion in marketing? Give an example of each reason.

	Reason	Example
A.	Inform	Answers will vary
B.	Remind	Answers will vary
C.	Persuade	Answers will vary

8. What are the four types of promotion?
A. Advertising B. Publicity
C. Sales Promotion D. Personal Selling

ANSWER KEY

Name________________________________ Period__________

Score__________

MARKETING
ACTIVITY 3
BIKES UNLIMITED
ANSWER KEY

PUBLICITY	1. Sponsor a bike-a-thon for a local charity
SALES PROMOTION	2. Coupon program mailed to residents in the city
PERSONAL SELLING	3. Use sales people when customers visit the store
ADVERTISING	4. Purchase advertising space in the local newspaper
SALES PROMOTION	5. Give away free gifts to customers buying bikes
ADVERTISING	6. Place several radio ads on local radio stations
SALES PROMOTION	7. Special sales throughout the year
PUBLICITY	8. Donate bicycle accessories to a Ronald McDonald House for a fund raiser auction
PUBLICITY	9. Sponsor a bicycle team for races
SALES PROMOTION	10. Give balloons with company name printed on them to people coming to the store

ANSWER KEY

Name______________________________ Period________

Score__________

MARKETING
ACTIVITY 6
PRODUCT MARKETING AND PACKAGING

1. What is the main purpose of branding?

   To identify a product or company

2. Define the following:

   BRAND NAME A specific word or letter used to identify a product

   TRADEMARK Brand names, symbols, or marks that have legal protection

3. What makes a trademark different from a brand name?

   A trademark is REGISTERED with the government to be used by a single company.

4. Give one example where packaging made a product easier or safer to use.

   clorox new spill proof container, or Tylenol safety sealed bottles, or Hunts catsup in plastic squeeze bottles, or Downy refillable containers, or other

5. In the food industry, which colors stimulate the appetite?

   red, orange, brown, and green

6. In the food industry, which colors are not appetizing?

   blue and purple

7. What color are the packages of the following products?

BONUS KASH FOR MORE THAN 10 CORRECT ANSWERS!

Campbell's soup	red/white	Cap'n Crunch	red
Honeycomb	yellow	Crisco Shortening	blue/white
Snickers	brown	Cheetos	blue
Lay's potato chips	yellow	Del Monte green beans	green
Morton salt	blue	Wrigley's spearmint gum	white
Premium saltine crackers	red/blue/white	Wheaties	orange
Kraft Macaroni & Cheese	blue/white	Hershey's cocoa mix	brown

ANSWER KEY

Name________________________________ Period__________

Score__________

MARKETING
ACTIVITY 7
HOMEWORK HEADACHE

Instructions: What goes into a label? Let's use aspirin as an example. Look at the examples your teacher has for you or go to a store that sells five different brands of aspirin. Using the blanks provided below, evaluate each brand name, trademark and packaging.

Name of Brand #1 ________________________________

Name of Brand #2 ________________________________

Name of Brand #3 ________________________________

Name of Brand #4 ________________________________

Name of Brand #5 ________________________________

ALL ANSWERS WILL VARY

On a scale from one to ten (with ten being the highest), rate each brand on how well you like its brand name, trademark, and packaging.

Brand #	Brand Name	Trademark	Packaging
1			
2			
3			
4			
5			

TEACHER WILL GRADE.

Write down something each company is using to try to sell their product.

Brand #1 ________________________________

Brand #2 ________________________________

Brand #3 ________________________________

Brand #4 ________________________________

Brand #5 ________________________________

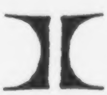
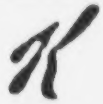
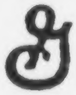
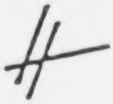
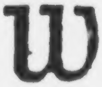
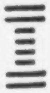
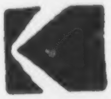
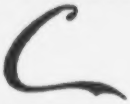
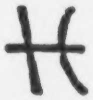
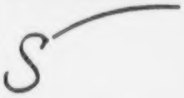
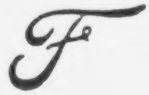
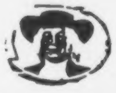
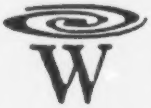
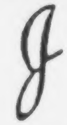
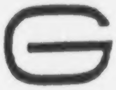
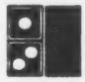
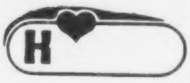
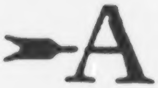
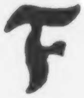
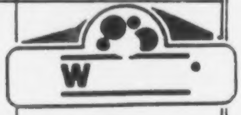
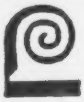
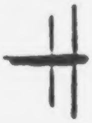
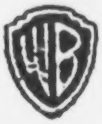
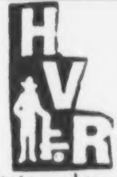
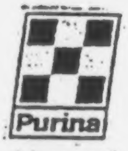
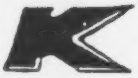
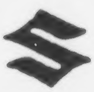
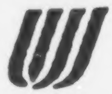
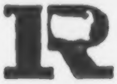
Answer Key

Name________________________ Period__________

Score__________

MARKETING
ACTIVITY 9
WHAT'S MY LOGO?

Instructions: Look at the symbols shown below to see how many you recognize. Write your answers in the blanks provided.

 1 Hilton	 2 Kelloggs	 3 General Mills	 4 Hoover	 5 Wilson
 6 IBM	 7 KODAK	 8 Coke	 9 Holiday Inn	 10 Sunbeam
 11 Ford	 12 Quaker Oats	 13 Whirlpool	 14 Johnson & Johnson	 15 Goodyear or GMC
 16 Domino's	 17 Hostess	 18 Arrow	 19 Firestone	 20 Wonder bread
 21 Lawrey's	 22 Hallmark	 23 Warner Bros.	 24 Hidden Valley Ranch	 25 Chex or purina
 26 K-Mart	 27 Zenith	 28 Suzuki	 29 United	 30 Ryder

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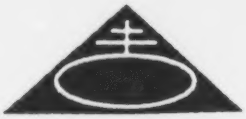
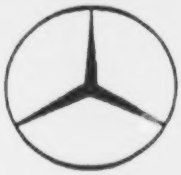
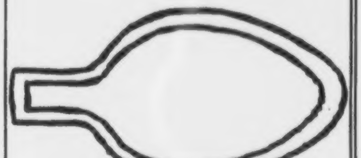
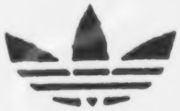
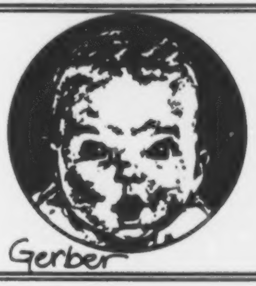
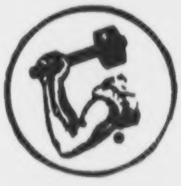
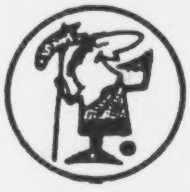
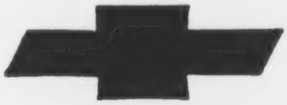
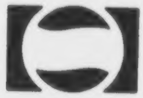
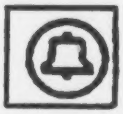
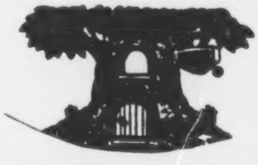
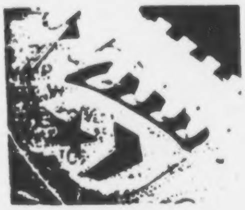
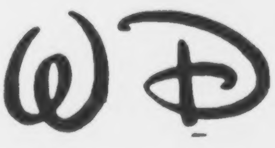
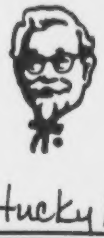
ANSWER KEY

Name______________________________ Period__________

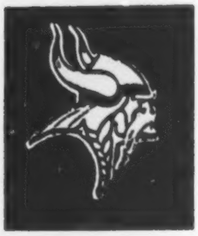
Score__________

MARKETING
ACTIVITY 10
WHAT'S MY TRADEMARK?

Instructions: Look at the symbols shown below to see how many you recognize. Write your answers in the blanks provided.

 1. Nabisco	 2. Mercedes	 3. Betty Crocker
 4. Adidas	 5. Gerber	 6. Arm & Hammer
 7. Little Caesar's	 8. Chevrolet	 9. Pepsi
 10. Bell System	 11. Keebler	 12. Coca-Cola
 13. Converse	 14. Walt Disney	 15. Kentucky Fried Chicken

Act. 11 - Answer Key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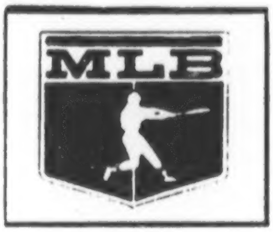
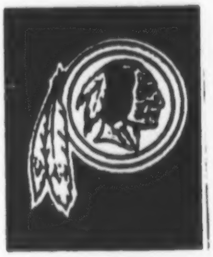
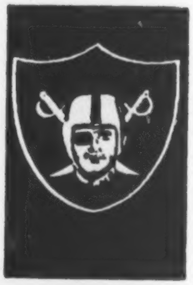
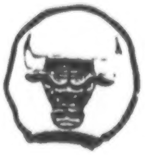
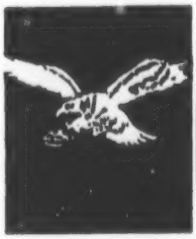


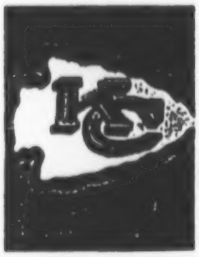
2. Major League Baseball


3. Washington Redskins

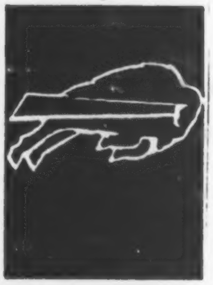

4. Los Angeles Raiders

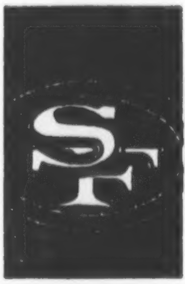

5. Chicago Bulls


6. Philadelphia Eagles

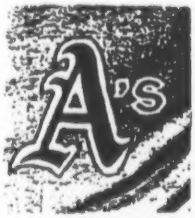


7. Kansas city chiefs

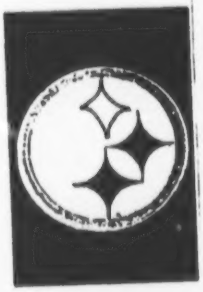

8. Buffalo Bills

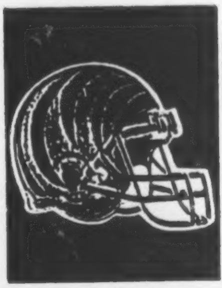


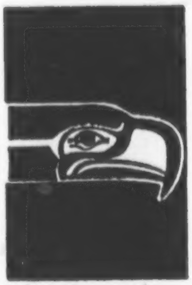
9. San Francisco 49ers

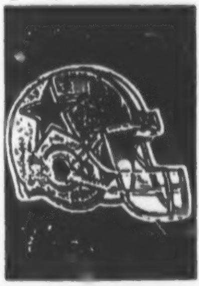


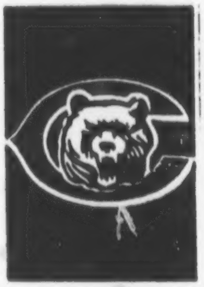
10. Oakland A's


11. Pittsburgh Steelers


2. Cincinnati Bengals


13. Seattle SeaHawks


14. Dallas Cowboys


15. Chicago Bears

BEST COPY AVAILABLE

ANSWER KEY

Name______________________________

Period__________

Score__________

PROMOTION PASSWORD ANSWER SHEET

	WORD			SCORE	TYPE OF PROMOTION
1.	WATCH				PUBLICITY
2.	BELT				ADVERTISING
3.	CHICKEN				SALES PROMOTION
4.	CARPET				PERSONAL SELLING
5.	APPLE				SALES PROMOTION
6.	FRIES				PUBLICITY
7.	BOAT				PERSONAL SELLING
8.	MUSIC				ADVERTISING

Shortcuts For Writing Fast

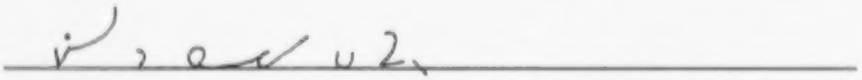
SHORTCUTS FOR WRITING FAST

In this unit you will learn a very exciting skill that will benefit you in a number of ways. The skill you will learn is called SHORTHAND, and it will help you be more effective in things such as:

1. Taking telephone messages.
2. Writing notes to yourself and to others.
3. Taking better class notes in school.
4. Writing instructions or directions.
5. Employment advantages.
6. Improving your chances for promotions on the job.

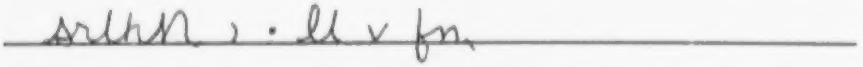
There are many, many systems of shorthand. The three basic classifications are: SYMBOL SHORTHAND, ALPHABETIC SHORTHAND, and MACHINE SHORTHAND.

SYMBOL SHORTHAND is a form of SHORTHAND that has been in existence for quite some time. Each sound in the language--and lots of frequently used words--are represented by specific symbols or strokes of a pen. Before tape recorders came into use, symbol shorthand was a popular way of keeping a record of what was said at business meetings, conferences, and special occasions. Below is an example of **SYMBOL SHORTHAND**:



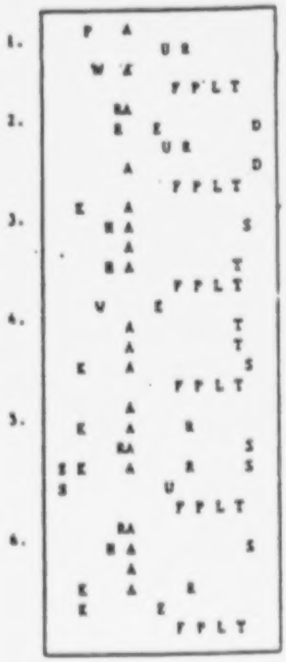
These strange-looking markings actually say "Shorthand is a lot of fun."

ALPHABETIC SHORTHAND uses many letters of the alphabet which you are already familiar with. This system of SHORTHAND also uses some symbols to create words. Many people believe this system of SHORTHAND is easier to learn than any other because it uses alphabetic figures when writing the SHORTHAND. Below is an example of **ALPHABETIC SHORTHAND**:



This sentence also says "Shorthand is a lot of fun."

MACHINE SHORTHAND is used by some court reporters. A court reporter records everything that is said in a trial by keyboarding on a very special machine which puts special symbols and letters of the alphabet on a paper tape. Transcripts of trials are legal documents. The court reporter has an extremely important job and must be very accurate when recording information. Here is an example of **MACHINE SHORTHAND:**



1. Pay your way .	Pay your way.
2. Ray read your ad .	Ray read your ad.
3. Kay has a hat .	Kay has a hat.
4. We ate at Kay's .	We ate at Kay's.
5. A car race scares Sue .	A car race scares Sue.
6. Ray has a car key	Ray has a car key.

Secretaries take **dictation** from their bosses--that is, they write what their bosses say for letters, reports, and memos using SHORTHAND. Then, the secretaries **transcribe**--or translate--their SHORTHAND notes into regular print using a typewriter or word processor.

Employers do not care about the kind of shorthand their secretaries use. The employers' main concern is that the transcript or hard copy is neat, accurate, and error free.

Anytime you translate SHORTHAND--whether it is to longhand, typewritten, or spoken words--you are **TRANSCRIBING**.

Many people believe that secretaries are the only people who have any use for shorthand. This is not true. Many people can benefit from knowing and mastering the skill of shorthand. Some people that use shorthand in their careers are:

1. Operators
2. Police officers
3. Lawyers
4. Doctors
5. Receptionists
6. Executives
7. Nurses
8. Engineers

As you see from the above list, there is a wide variety of occupations in which SHORTHAND can be used to assist people in being successful in their field. Don't sell yourself short by believing that shorthand can only benefit someone else and not yourself!

☞

TURN THE PAGE AND LET'S BEGIN LEARNING
THE **SHORTHAND** SKILL.

SHORTCUTS FOR WRITING FAST

ACTIVITY 1

**To complete this activity, you will need a pen or pencil and a piece of lined paper.

This activity will introduce you to ALPHABETIC shorthand. You will be given an opportunity to learn and practice using ALPHABETIC shorthand. In some places, SYMBOL shorthand is also shown so you are aware of the system. However, you will NOT be required to learn the symbol system.

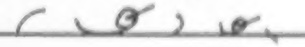
There are a lot of shortcuts for writing fast. Here are some easy ways to make your writing SHORTER and FASTER. Read the rules and study the examples given. Do not write anything yet.

Rule 1: Don't cross the T s

Example: The light is right.

Alphabetic: The light is right.

Symbol:

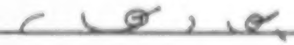


Rule 2: Don't dot the I s or J s

Example: The light is right.

Alphabetic: The light is right.

Symbol:



WRITING TIP: Make sure when writing T s and L s that you can tell the difference between the two. T s do NOT have a loop. L s DO have a loop. Study the examples below:

T s do NOT have a loop.

Example: light

L s DO have a loop.

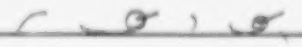
Example: light

It is important that you begin now, when you are learning the system, to practice proper techniques and strokes.

Rule 3: **Write only what you hear.**

Example: The light is right

Alphabetic: the lit is rit.

Symbol:


Now let's put these three rules into practice. Study the examples below. On your own paper, write the word in longhand one time and then in alphabetic shorthand three times. Be sure to label your paper.

Example: tough tough tuf tuf tuf

1. enough enuf
2. phone fon
3. few fu
4. graph graf
5. easy eze

6. photo foto
7. rough ruf
8. fly fli
9. tease tez
10. knew or new nu

GREAT JOB! ISN'T THIS FUN AND EASY TO LEARN?

YOU HAVE JUST COMPLETED ACTIVITY 1.

SHORTCUTS FOR WRITING FAST

ACTIVITY 2

**To complete this activity, you will need a pen or pencil and a piece of lined paper.

In this activity, you will learn three more rules to help you write faster. Read the rules and study the examples given.

Rule 4: **Leave out the middle vowels when possible.**
(vowels are A, E, I, O, U)

Example: Shorthand is a fun course.

Alphabetic: srthN , . fn crs.

Study the examples below. On your paper, write the word once in longhand and then three times in alphabetic shorthand. Remember to use Rules 1, 2, and 3 from Activity 1. Label this section of your paper "Activity 2."

1.	help	hlp	6.	hotel	htl
2.	little	ltl	7.	address	adrs
3.	course	crs	8.	burn	brn
4.	board	brd	9.	fill	fl
5.	legal	lgl	10.	performs	prfrms

Rule 5: **Use WORD ENDING symbols.**

There are many word endings that are commonly used in the English language. In order to make these word endings easier and faster to write, **symbols** have been developed to represent the word endings. In this section you will learn the symbols for three word endings: -y, -ing, and -ed.

Word Ending -y: Many times when the letter "Y" is used at the end of a sentence, you hear the letter "E". For example, say the word "hurry." What sound do you hear at the end of the word? The "E" sound is correct. When writing words such as this, write what you hear.

Examples:	hurry	hre
	sunny	sne

Practice writing the following words on your paper. Write the word one time in longhand and then three times in alphabetic shorthand. Remember to apply all the rules you have learned so far.

11.	happy	hpe
12.	ready	rde
13.	funny	fne
14.	copy	cpe
15.	property	prprte

Word Ending -ing: When writing the -ing word ending, place a short line (dash) **below** the end of the word.

Examples:	building	bld_
	paying	pa_

Practice writing the following words on your paper. Write each word one time in longhand and three times in alphabetic shorthand.

16.	meeting	mt_
17.	evening	evn_
18.	coming	cm_
19.	training	trn_
20.	planning	pln_

Word Ending -ed: When writing the word ending -ed, place a short line (dash) **after** the word.

Examples:	helped	hlp-
	placed	pls-

Practice writing the following words on your paper. Write each word one time in longhand and three times in alphabetic shorthand.

21.	headed	hd-
22.	resigned	rzn-
23.	displayed	dspla-
24.	surprised	srprz-
25.	needed	nd-

☺

LOOK AT EVERYTHING YOU HAVE LEARNED.
YOU ARE DOING VERY WELL AT THIS SKILL!

SHORTCUTS FOR WRITING FAST
ACTIVITY 3

**To complete this activity, you will need a pen or pencil and a piece of lined paper.

There are some words that are used over and over in shorthand. To help make shorthand quicker to write, brief forms have been developed for some frequently used words. **BRIEF FORMS** are shortened versions of words. Some examples of frequently used words that have brief form symbols are: the, is, in, can, you, your, an, am, company, and information. Instead of writing the whole word out, short easy strokes have been developed to make shorthand faster and easier.

Below is a list of some of the alphabetic shorthand brief forms. Write the word in longhand one time and then practice the brief form by writing it in alphabetic shorthand three times on your paper. Label this section "Activity 3."

NOTESome symbols may stand for more than one word. When these symbols are used, you can decide which word it stands for by reading the words around it and seeing what fits best in the sentence.

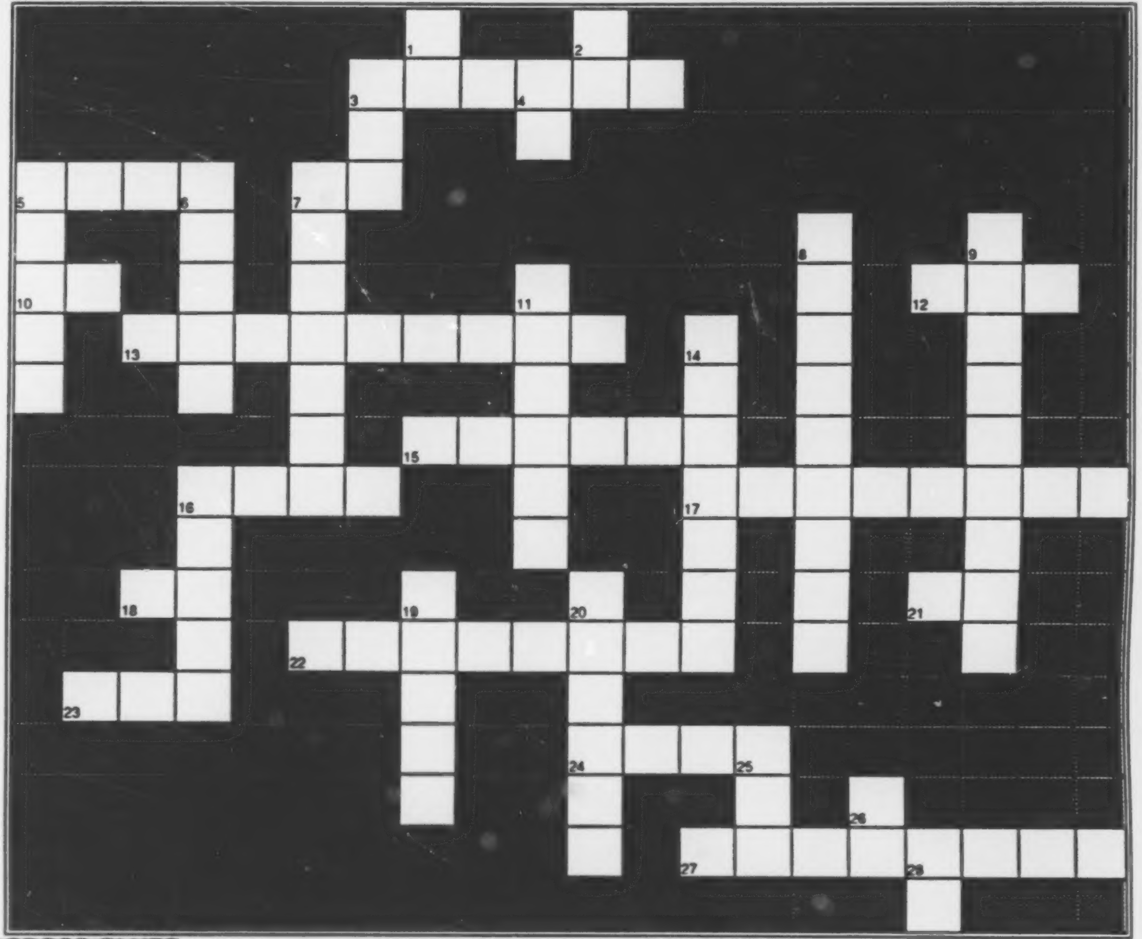
1. a, an •
2. are, our, hour r
3. be, been, but, buy, by b
4. at, it /
5. can c
6. ever every E
7. if, far, for f
8. he, him had h
9. is, his)
10. in, not n
11. that la
12. of, have very v
13. the c
14. to, too l
15. us s
16. will, well l
17. would d
18. why y
19. you, your u
20. were, with ⌣
21. and +

NAME ______________________ PERIOD ____________

SCORE ____________

SHORTCUTS FOR WRITING FAST
ACTIVITY 4

So far in the activities, you have been writing shorthand from examples given. In this activity, you will see how well you can read (or transcribe) shorthand. Below is a crossword puzzle. The clues are words written in alphabetic shorthand. Use the rules you have learned to transcribe the words and fill in the crossword puzzle. **GOOD LUCK!**



ACROSS CLUES

3. cm
5. l
7. •
10. s
12. fn
13. srlhn
15. crs
16. eze
17. lrn
18. h
21. lr
22. pln
23. y
24. la
27. prfrms

DOWN CLUES

1. l
2. m
3. c
4.)
5. d
6. lil
7. adrs
8. dspla-
9. srprz-
11. enuf
14. ml
16. Ɛ
19. hpe
20. lll
25. r
26. f
28. v

BEST COPY AVAILABLE

NAME ____________________ PERIOD __________

SCORE __________

SHORTCUTS FOR WRITING FAST
ACTIVITY 5

You have learned a great deal of alphabetic shorthand. Now let's incorporate your knowledge into working material by writing some sentences.

Write each sentence below in alphabetic shorthand trying to incorporate all the rules you have learned. You may look back on the previous pages if you need help, but first try writing the sentence without any help. You have worked hard in the last four activities to learn the rules. Prove to yourself that you can write these sentences all by yourself. Good luck and have fun challenging yourself!

NoteRemember to use brief forms when possible.

1. Why would he be an hour late? ____________________
2. Your job can be very easy. ____________________
3. School is fun. ____________________
4. The phone is ringing. ____________________
5. You helped solve the crime. ____________________
6. Can I have a copy of that funny photo? ____________________
7. Are you ready to rock and roll? ____________________
8. You have a new bike! ____________________
9. Are you coming to the meeting? ____________________
10. You solved the problem. ____________________

?

HOW DID YOU DO? YOU WILL NEED TO CHECK THE ANSWER KEY TO SEE HOW WELL YOU DID.

NAME ____________________ PERIOD __________

SCORE __________

SHORTCUTS FOR WRITING FAST
EVALUATION

1. List the three different shorthand system classifications.

   A. ______________________________

   B. ______________________________

   C. ______________________________

2. In your own words, explain what SHORTHAND is.

   ____

   ____

3. List five occupations that could use shorthand.

   A. ______________________________

   B. ______________________________

   C. ______________________________

   D. ______________________________

   E. ______________________________

4. List three ways in which shorthand could help you.

   A. ______________________________

   B. ______________________________

   C. ______________________________

5. What is a BRIEF FORM? ______________________________
6. What is the symbol for the -ing word ending? Give an example.

   ____

7. What is the symbol for the -ed word ending? Give an example.

   ____

8. When writing shorthand, do you leave out consonants or vowels?

   ____

Electronic Communications

Get the worksheet "Electronic Communications" and answer the questions using information given in this unit.

Communication is the exchange of ideas, messages, or information. In the world today, there are a number of different methods of communicating. The most common ways of communicating are: verbally (talking), visually (seeing), and writing. Through the years, many different tools have been used to help people communicate with each other. In this unit you will learn about some tools that have been developed to help improve communication and make it faster and simpler. The tools you will learn about help people communicate through the use of electronics. Therefore, the method of communication performed by these tools is called **ELECTRONIC COMMUNICATION**.

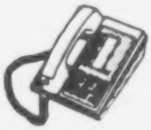
There are three basic forms of Electronic Communication. They are:

✓

1) Voice Communication
2) Data Communication
3) Image Communication

VOICE COMMUNICATION

For many people, one of the easiest ways to communicate is by voice (talking). The invention of the telephone by Alexander Graham Bell in the late 1800's made voice communication even more effective and easy because it allowed people to talk even though they were out of the normal speaking range.



The **telephone** is the main tool used in electronic voice communication. Telephones come in many colors, shapes, and sizes. In addition to the traditional telephone, there are portable telephones, cordless telephones, and cellular telephones. Any time you call someone on the telephone, you are transmitting your voice to another place using **electronic voice communication**. Many extra services have been added to the standard telephone service to help make communication more effective and easy. These services include speed calling, call waiting, call forwarding, three-way calling, priority calling, and voice mail.

When making calls on a traditional telephone, you must be physically connected to the person on the other end by telephone wires. These wires carry the impulses and send your voice to the person on the other end. Cellular telephones do not work the same as traditional telephones.

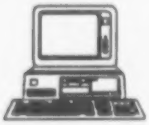
A cellular telephone uses cells to transmit signals rather than wires. These cells contain a low power radio unit that can receive and send information. This radio unit is controlled by a computer located at a cell site. When someone making a call on a cellular telephone presses the "send" button, the telephone sends a signal to the cell telling it that a call needs to be made. The computer then connects the cell to the radio frequency which connects to the public telephone network and the call is completed. The most common use of cellular telephones is in a car or truck. Being able to talk to people while traveling helps people make better use of their time to and from places they work.

In addition to being able to talk while traveling, we can also talk to many people in different places at the same time. When we do this, it is called **teleconferencing**. Teleconferencing makes it so people don't have to travel to meetings.

Voice mail is also used to help people save time. Voice mail uses computers to take messages when the people you want to speak to can't come to the telephone. This makes it so you don't have to keep calling to see if the person you want to talk to has come back. When the person you are trying to reach calls in to check for messages, the computer actually plays back a recording of you. If the person receiving the message wants to, he or she can print out a copy of the message on paper.

DATA COMMUNICATION

Before the tools used in data communication can be discussed, you must first know what data is. **Data** is knowledge or facts put together so that it may be shared and used by others. Data is usually in the form of words, numbers, or pictures.



The **computer** is the main tool used in electronic data communication. Computers have evolved over hundreds of years. Even now changes and improvements are being made to make computers faster and more efficient.

The electronic computer has four main parts: (1) a central processing unit (or CPU), (2) memory, (3) input and output devices, and (4) communications devices.

The **central processing unit (CPU)** is the part of the computer that actually does calculations and runs everything. The CPU is sometimes referred to as the computer's "heart."

The "brain" of the computer is its memory. This memory comes from a memory board that holds little silicon chips called microchips. Not all memory boards are the same. Some memories are "stronger," or more powerful, than others. The strength of a computer's memory is measured in **bytes, kilobytes, megabytes, and gigabytes**. A byte is equal to one character (letter, number, symbol or space). A kilobyte is equal to about 1000 bytes (1024 bytes) and is abbreviated by using the letter K. A megabyte is equal to about one million bytes. A gigabyte is equal to about one billion bytes (1000 megabytes).

Computers have two kinds of memory: **read only memory (ROM)** and **random access memory (RAM)**. **Read only memory (ROM)** is a computer's permanent, built-in memory. The things stored in ROM cannot be erased. **Random access memory (RAM)** is the temporary memory of the computer. While the computer is on, RAM keeps track of what it is doing. If the computer is turned off, RAM will "forget" what it did.

Here's another way to look at ROM and RAM. ROM is like a record. It will always be there for you to play, but you cannot change it. RAM is like a blank cassette tape. You can put something in it and erase it once you're through. Like blank tapes, RAM is reusable.

To communicate with the CPU and memory, people need to use **input devices** and **output devices** that are connected to the computer. Nearly every computer will have a keyboard as its main input device. Magnetic disk drives, game paddles and joysticks, mice, graphics tablets, and light pens are also common examples of input devices. Computer output means getting data out of a computer. The most common output devices are magnetic disk drives, video monitors, printers, and plotters.

Did you notice that magnetic disk drives were listed under both input devices and output devices? Some types of equipment (such as disk drives) can handle both input and output. Disk drives are used to get data stored on disks. Disks and disk drives come in several sizes. Hard disks look like records and are usually stored in disk packs. There are also small, flexible disks called floppies, which come in several sizes. You will use floppy disks when you work on the computer unit. Approximately 120,000 sheets of paper (eight stacks, piled five feet high) can be stored electronically on floppy disks that would easily fit into one drawer of a filing cabinet.

Input and output devices allow people to communicate with the computer. Sometimes, though, computers need to communicate with other computers. One way to do this is by using a modem. Modems take a computer's electronic signals and translate them into tones that can be sent over telephone lines to another modem which translates the tones back to electronic signals.

All of the parts of a computer--CPU, memory, input/output devices, and communications devices--are known as computer **hardware**. In order to work, computer hardware needs computer software. **Software** tells the computer what to do and how to do it in a series of instructions called a program. You can create your own programs or buy programs that are ready made. Most software is stored on disks. Software programs allow a computer to play games, balance a checkbook, reconcile a business's account, check for spelling errors in a report, and help set up that report. There are a number of different software programs available, but not every software program will run on every computer. Computer hardware and software must be compatible (match) in order for it to work properly.

Once software is combined with computer hardware, they form a **computer system**. These systems come in all shapes and sizes. There are three standard sizes of computer systems. Large computers are called **mainframes**. Medium computers are called **minis**. Small computers are called **micros**. These computers differ in size, in cost, and in the kinds of work they do best.

A **mainframe** computer system is usually large and very expensive. Corporations and government agencies are likely to use mainframe computers because they have a lot of memory and can handle a large volume of many different kinds of work.

A **mini**computer system is smaller and less expensive than a mainframe system. Minicomputers are more specialized than mainframes and are usually used to do one kind of work or similar kinds of work.

Microcomputers are even smaller and less expensive than minis. Most microcomputers are small enough to sit on top of a desk. Some are even tinier and very portable. They are often called "personal computers."

Many businesses hook their computers together so they can share expensive equipment and data files. This is called **networking**. By networking, many employees can use the data without having it on floppy disks at each station.

Whether for home or for business use, a computer is an important tool. One reason people use computers is that computers and the devices they control are **fast**--much faster than humans. Computer users discuss the speed of computers in terms of micro or nanoseconds. To understand this in common terms, consider that there are one million microseconds in one second and one billion nanoseconds in one second.

Besides being fast, computers are also extremely **reliable**. This means that computers can do things more accurately than humans. If a computer's hardware, software, and input are in order, it will produce error-free work every time.

IMAGE COMMUNICATION

Have you ever heard the expression "A picture is worth a thousand words"? This is true in many cases. Recent developments in electronic communications have made it possible to send images (or pictures) electronically in addition to being able to send numbers and text (words). Two tools used to send images are facsimile machines and satellites.

A **facsimile or fax machine** uses the same idea as the telephone. It scans an image or picture electronically and converts it into electrical signals. The signals are then transmitted over telephone wires to a receiver station. At the receiver station, the electrical signals are converted back to print out the image.

Satellite dishes may be seen in many neighborhoods. They have become very popular for tuning in many television stations. Satellites use microwaves (high frequency waves) which quickly bounce from one relay station to another. Communication satellites are relay stations in space, and satellite dishes are relay stations on the ground. Many businesses also use satellite technology for communicating.

Name ____________________ Period ________

Score ________

ELECTRONIC COMMUNICATIONS

Answer the following questions using information from the Electronic Communications unit.

1. What is **communication**? ____________________

____

2. List the three basic forms of Electronic Communication.

a) ____________________

b) ____________________

c) ____________________

3. What is the main tool used in Electronic **Voice** Communication? ________

____

4. What is **teleconferencing**? ____________________

____

5. What is **data**? ____________________

____

6. What is the main tool used in Electronic **Data** Communication? ________

____

7. List the four main parts of an electronic computer.

a) ____________ c) ____________

b) ____________ d) ____________

8. What part of the computer actually does the calculations? ________

____

9. The strength of a computer's memory is measured in ____________,

____________, ____________, and ____________.

10. List the two memories a computer has.

a) ______________________ b) ____________________________

11. Which kind of computer memory is **permanent**? ______________________

____

12. Which kind of computer memory is **temporary** (can be reused)? __________

____

13. List four input devices.

a) ______________________ c) ______________________

b) ______________________ d) ______________________

14. What do output devices do? ____________________________________

____

15. What does software do? ______________________________________

____

16. List the three standard sizes of computer systems.

a) ______________ b) ______________ c) ______________

17. What is **networking**? ______________________________________

____

18. List two reasons computer are important tools.

a) ____

b) ____

19. List two tools that can be used to send images.

a) ____

b) ____

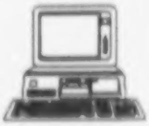
20. What is the nickname for **facsimile**?

____

Name______________________________

Score______________________________

TELECOMMUNICATIONS



1. What does the acronym **LASER** stand for?

   L____
   A____
   S____
   E____
   R____

2. A flashlight is ______________________________ light.

3. When light becomes so spread out you can't see it, it is called __________________ and is made up of all the ________ of the spectrum.

4. Laser beams are _________________________ light. This type of light captures a __________________ of the spectrum.

5. The most powerful laser is ___________ kilowatts.

6. Name one (1) color of a laser beam: ____________________

7. Name four (4) uses of the laser:

   1.__________________________________
   2.__________________________________
   3.__________________________________
   4.__________________________________

8. List two (2) interferences (problems) that could get in the way of the laser beam:

   1.________________________
   2.________________________

9. Fiber optic wires are about the size of a ___________________.

The Company

SUGGESTED TEACHER PREPARATION CHECKLIST FOR RUNNING THE COMPANY

To run the "Company," the following should be done in advance:

(You will need many marker sets for use by the color team. These need to be ordered in advance. Also order receipt books that make their own carbon for use by the stock sales team.)

1. Print, color, and laminate **DEPARTMENT** banners (i.e. Marketing Department, etc.)

2. Print, color, and laminate individual position nameplates (i.e. Sales Manager, etc.)

3. Print and laminate the individual position responsibilities to place at each desk.

4. Prepare sample copies of Printshop graphics and font styles for each salesperson (there need to be enough for all students as they will use them throughout the simulation.)

5. Acquire copies of Print Shop disks for each production team printer.

6. Print labels and prepare folders for **FINISHED WORK**:

   a. Completed Banner Orders
      Completed Letterhead Orders
      Completed Sign Orders
      Completed Greeting Card Orders
      (these will be used by the Delivery Manager)

   b. Employee Records (A-D)
      Employee Records (E-H)
      Employee Records (I-L)
      Employee Records (M-P)
      Employee Records (Q-T)
      Employee Records (U-Z)
      (filed and kept up-to-date by Personnel Records Manager)

8. Print labels and prepare file folders for **UNFINISHED WORK**:

   Marketing Vice President
   Sales Manager
   Accounting Team
   Delivery Team
   Advertising Team
   Financial Vice President
   Stock Sales Team
   Stock Sales Receipts
   Payroll Team
   Income Manager
   Expense Manager
   Production Vice President
   Production Team
   Quality Control Manager
   Personnel Vice President
   Personnel Records Team
   Personnel-Completed Time Cards
   Color Team

   (An alternate possibility could be to give each employee a file folder to use for unfinished work. Ask them to write on the labels in pencil so the folders can be reused.)

9. Prepare and **PRINT** forms to be used, print labels and provide **BLANK FORMS** file folders for : (color coding is a good idea) (These are listed alphabetically)

   Bank Deposit Slips
   Banner Order Forms (blue paper)
   Color Order Forms (green)
   Delivery Forms
   Employee Evaluation Forms
   Final Evaluation Forms
   Greeting Card Order Forms (pink)
   Letterhead Order Forms (gold)
   Personal Information Sheets
   Personal Sales Record Sheets
   Policy and Procedure Manuals
   Print Shop Graphics and Fonts
   Sign Order Forms (yellow)
   Stock Certificates
   Stock Deposit Slips
   Time Cards
   Unsatisfactory Performance Reports
   Wasted Material Report
   Worksheet #1
   Worksheet #2
   Worksheet #3
   Worksheet #4

10. Have 14 baskets or boxes labeled and ready for each desk involved in the routing process. (see back of order forms) Also have 5 additional baskets to be used for order forms so students won't have to get in the filing cabinet constantly.

11. If possible, it is helpful to have two complete file drawers for the Company. One drawer for employee files and one drawer for blank forms.

LEARNING PRINTSHOP

Have students do Printshop software assignments, if possible, as part of their computer time. If not possible due to lack of time, choose the department employees and schedule an overtime period where they can be trained to use it. Two or three alternate times could be given so everyone could schedule it in. ie. Monday and Tuesday 3:00-3:20 and Tuesday 7:30-7:50 a.m. Each student should be paid for attendance. Another alternative is to use one of the company instruction days to teach the entire class the Printshop program.

COMPUTER PROGRAMS

Each student chosen to work at a position requiring the computer, other than production, also needs to attend one overtime training session. These include Sales Mgr., Income Mgr., Payroll, etc. This session would teach them the specifics of their computer template.

Include Vice Presidents in training sessions so they can take over in the event of absent employees.

ORDERS

1. Make an announcement in Faculty Meeting one week or more before the Company begins. Explain what is available, that they will have unlimited credit, and that they should buy only one product per student to give more students an opportunity to sell to teachers.

2. Have enough orders ready by the first day of production to keep each production team member busy. These orders could also be turned in by the vice presidents.

3. Using the suggested organizational charts, decide which positions and how many of each you need for each class. Have at least 5 of these copied and ready to give to the vice presidents of each class to use during the hiring process.

4. Have samples of banners, signs, greeting cards and letterheads on the bulletin board. They could include the different font styles, new ideas, etc. that are colored and laminated if desired.

5. Have VP folders ready with an organizational chart, a class list, and duties of all employees of that department ready for each elected VP in each class.

Teachers:

Following are a few assignment ideas you may want to try.

The first, labeled "Print Shop", works students through their first sign. We have this in Apple -5 1/4, Apple-3 1/2, and IBM. I do not have one for the Mac. If any of you do, please get it to us for the final copies we send out in the fall.

The other two assignments include filling out a time card and an order form. Usually this is done as a class, but you may want to try it this way while the interview process is going on, etc.

Thanks,

Shari

T.L.C.

Print Shop

IBM

COMPANY-PRINTSHOP

Unit: COMPANY - PRINTSHOP

Group Size: Individualized or whole class

Time Period: 1 - 4 Class Periods

Objectives/Goals: The Student will:

1. Be introduced to PrintShop and figure the price of a Printshop item.
2. Practice using PrintShop to make a Sign following the individualized unit booklet.
3. Complete and hand in a Sign, Greeting Card and LetterHead complete with correct coloring and pricing.

Equipment and/or Supplies:

Computer and Peripherals
PrintShop Disks
Individual Unit Booklet
Activities 1 - 4
SAD (Student Activity Disk) or Initialized Disk
Suggested Retail Price List

List of Activities:

1. Read the Introduction and make a Sign according to the directions in Activity 1.
2. Read the instructions for Activity 2 and construct a Sign according to the directions. This Sign will be colored and priced.
3. Read the instructions for Activity 3 and construct a Greeting Card according to the directions. This Greeting Card will be colored and priced.
4. Read the instructions for Activity 4 and construct a Letterhead according to the directions. The price will be included when handed in.

Key Words and Definitions:

Font - an alphabet of characters in a particular typeface

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Graphic - a picture or design

Procedures to Follow:

1. Provide student with the PrintShop Unit Booklet and show them how to load from the hard drive, main menu, or with a disk.

2. Student will complete Activity 1 - 4 by reading the Unit Booklet.

3. Student will color the items as instructed on the Order Form.

4. Student will price the items according to the Suggested Retail Price list.

*5. Teacher's Note: If you are using a hard drive and you want the students to save their work, you will need to check the setup to see which disk drive you will be saving to. Use your arrow key to highlight SETUP and Press Return.
Make sure it reads DATA DRIVE: A (or whatever drive you are going to save to). If it does not read DATA DRIVE: A tap the space bar to change it. (Teachers this procedure will allow your students to only use the PRINTSHOP program that is on the main menu not the other versions that are loaded on the hard drive. This will allow your students to save their work to the SAD Disk in drive A. You will need to change the setup back to C-HARD DRIVE when these first four assignments are complete.)

This only changes the setup while the student is at the computer. If they leave and go to another program and come back they will be back to the C-HARD DRIVE. To change the setup permanently they will need to tap enter after they have selected A DRIVE Then select the correct printer they will be using, the type of ribbon, make sure the power in on and test the printer to see if the welcome message is printed. (I just have them change it temporarily for the class period only)

The method to retreive a saved program is explained at the end of activity 4.

Occupational Clusters:

Related Careers:

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Name ______________________________ Period______________

ASSIGNMENT CHECKLIST

ASSIGNMENT NAME	ASSIGNMENT SCORE	COMPLETION TIME	APPR. BY
Activity 1: Sign			
Activity 2: Sign/priced			
Activity 3: Greeting Card			
Activity 4: LetterHead			

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ACTIVITY 1 - SIGN PRINTSHOP

The PrintShop is an easy-to-use program that lets you create and design:

*Greeting Cards
*Signs
*LetterHeads
*Banners
*...and more

The PrintShop program is simple and easy to learn and use. Follow the steps carefully and you will be ready to printout a SIGN in a matter of minutes.

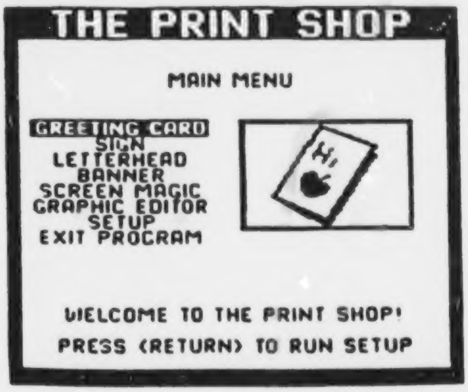
Choose from the following the methods for loading PrintShop:

1a. Turn on your computer, highlight PRINTSHOP on the main menu and tap Enter/Return. (This method works for hard drives when Printshop is already loaded)

OR,

1b. Insert your PrintShop program disk right side up into the keyboard disk drive. Turn on your monitor. Turn on your computer. It takes a few seconds for the program to load into the computer's memory. Do not press any keys until the red light goes off. The red light remains on during the loading process. When it goes off, The Print Shop is ready to use.

2. Your monitor should now look like this:



WELCOME TO THE PRINT SHOP!
PRESS <RETURN> TO RUN SETUP

3. Use your arrow key to select SIGN and then Press Return/Enter.

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4. You are next asked to choose between:

   a. Design your own; or
   b. From other disk

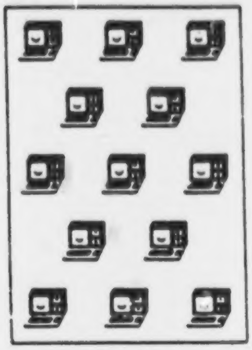
Choose a. DESIGN YOUR OWN. Press Return/Enter.

5. Next you may CHOOSE A BORDER. The design is shown on the screen as you highlight each choice. After looking at each border, use your arrow key to highlight your choice, Press RETURN/ENTER.

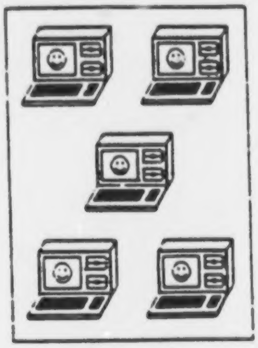
6. CHOOSE A GRAPHIC is next. A "graphic" is a picture or design you can select for your sign. Use your arrow key and select BY NUMBER. Next you are asked to "ENTER GRAPHIC NUMBER." Look at the page of graphics that are available. Select the one that you like best. Enter the number of that graphic, and Press Return/Enter.

7. Each of the graphics is available in three different sizes: SMALL, MEDIUM and LARGE. Use your arrow key and select MEDIUM and Press Return/Enter.

8. The next step is to select the GRAPHIC LAYOUT. The "STAGGERED" option evenly places 13 small or 5 medium-sized graphics on your card, like the following example:



SMALL



MEDIUM

Highlight "CUSTOM LAYOUT." This lets you choose one of the five positions available. Use your arrow keys to move to position 1 and then Press Return/Enter. Move to position 2, 4, and 5 and Press Return/Enter to get four graphics, one in each corner. Next use your arrow key to move to the box marked "DONE", Press Return/Enter. (Notice position 3 is not highlighted. You have chosen not to put a graphic in this position.)

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9. The next step is to select the **FONT** or writing style. Use your arrow key to go through the list of fonts to see each different style.

10. Select **THAMES** and tap Return/Enter. Look at the size of the screen. Type in the letter **W** capitalized and see how many fit across the screen. Now tap **Esc** and highlight **RSVP** tap Return/Enter and see if you can add more "W's". Now tap ESC and highlight TYPEWRITER tap Return/Enter and see how many more W's you can add across the screen.

11. We now need to get rid of all those W's so tap **CTRL-I** or **F1** to SEE EDIT INSTRUCTIONS. Your screen should look like this:

SIGN

EDIT INSTRUCTIONS

F10 or Ctrl - P - POSITION	Toggles line position Center/flush left/flush right (Pre-set to centered)
F9 or Ctrl - F - FORM	Toggles form of font: Solid, Outline, 3-D (Pre-set to solid)
F7 or Ctrl - S - Size	Toggles size small to large (Pre-set to small)
F8 or Ctrl - E - ERASE	Erases the line

After selecting the one you like, Press Return/Enter.

Tap ESC to go back to the message center. Tap F8 or Ctrl E (While the Ctrl key is still depressed tap the E key, this is a two key command. The Control key is located below or above the Shift key depending on the type of computer keyboard you have).

The line of W's should be erased.

Esc back to the **CHOOSE A FONT** screen and select the **FONT** you want. (The length of your message will help you decide the type of FONT you want).

12. You are now ready to type your message. Use the control key and Press Control S or F7. (Remember the Control (Ctrl) key is located below or above the Shift key depending on the type of computer keyboard you have. **Type your first name.** (IBM users you can type in upper or lower case. You will need to either hold the shift to get a capital letter

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or use the caps lock key). Your name will appear in DOUBLE SIZE and SOLID.

Did you note the space between the solid boxes on the left of the screen? This lets you know that whatever is typed on this line will be doubled in size. If you tap Ctrl S (Control S) or F7 again it will now be small in size. It toggles or changes between sizes.

Press Return/Enter

13. Now type the word "IS". Press Control F, or F9 once, Press Return/Enter. This will make the word "IS" appear in outline form on your sign. Did you note the hollow box on the left of the screen? This indicates that whatever is typed on this line will be outlined. Press Enter/Return.

14. Now type an adjective that describes you positively. (Example awesome, great, terrific, etc.) Press Control F or F9 two times. This will make the adjective appear in 3-D form on your sign. Did you notice the 3-D replaced the solid box to the left of the screen? Press Return/Enter.

15. Now type in the word "AND". Then tap F10 or Control P once. Did the word AND move to the left and an L appear on the right side of the screen? Press Return/Enter.

16. Now type in the "COOL". Tap F10 or Control P twice and the word COOL should have moved to the right and the letter R appears on the right side of the screen? Press Return/Enter until you get to the end of the box and then Press Return/Enter once more.

17. You now have a message that says CENTER TEXT TOP TO BOTTOM. Highlight YES and Press Return/Enter.

18. You are given several print options. Highlight PREVIEW and Press Return/Enter. This will let you look at your creation to see if it is the way you want it to look. If it looks just right, Press Esc.

19. Move the arrow key down to TEST PAPER POSITION. Check to see that the printer head is on the crease of the paper. Tap Return/Enter and look at the paper to see if the dotted line is really close to the crease.

20. Move the arrow key down to PRINT. Then Press Return/Enter.

21. Get your Suggested Retail Price list and see if you can figure out how to get the correct price before your

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teacher instructs you in how to do this.

"New" Printshop for IBM

ACTIVITY 1 - SIGN PRINTSHOP

The PrintShop is an easy-to-use program that lets you create and design:

*Greeting Cards
*Signs
*LetterHeads
*Banners
*...and more

The PrintShop program is simple and easy to learn and use. Follow the steps carefully and you will be ready to printout a SIGN in a matter of minutes.

1. Turn on your computer, highlight New Printshop on the main menu and tap Enter.

2. Your monitor should now look like this:

The New Print Shop

MAIN MENU PREVIEW

Greeting Card
Sign or Poster
Letterhead
Banner
Calendar
Name File
Quick Print
Graphic Editor
Setup
Exit

Hi
You're invited

---

3. Use your arrow key to select SIGN and then Press Enter.

4. You are next asked to choose:

   Design Your Own
   Use a Ready Made
   Load a Saved Sign

   Choose DESIGN YOUR OWN. Press Enter.

5. Now TYPE OF SIGN appears on the screen. Choose

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Tall by tapping enter.

6. Now you are at the SIGN MENU.

7. You are to choose a BORDER and tap enter. Highlight Thin then tap enter. The borders are shown on the screen as you highlight each choice. After looking at each border, use your arrow key to highlight your choice. Press ENTER.

8. You are back to the SIGN MENU again.

9. Select Graphic by tapping enter when Graphic is highlighted. A "graphic" is a picture or design you can select for your sign.

10. Now you see on the screen SELECT GRAPHIC LAYOUT. Scroll through the choices by using the down arrow key. When Small Corners is highlighted, tap enter to select it.

11. SELECT GRAPHIC FROM: is now on the screen.

GRAPHICS	Hi Res
PATTERNS	Original
HOLIDAY	Hi Res

Highlight "GRAPHICS Hi Res". Tap enter.

12. SELECT GRAPHIC is now on the screen. Use the arrow key down and scroll through the choices until you find one you like. Then Press Enter to get four graphics, one in each corner.

13. CHANGE GRAPHIC is now on the screen with PREVIEW to the right. You must change the graphics in the top right and bottom left to another graphic. Read the left side to see how to change to another picture (graphic).

14. Tap return.

15. The next step is to select Message from the SIGN MENU. From the SELECT FONT menu scroll through the different styles until you find one that you like. Tap enter to select the one you like.

16. Now SELECT STYLE is on the screen. Scroll through the choices. Then select SOLID by tapping Enter.

17. Type your initials.

18. Press enter once (1)

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19. Type in the word IS Press F4 once and select OUTLINE by tapping Enter. This will make the word "IS" appear in outline form on your sign. Tap F5 once to Change Size. Press Return.

20. Now type an adjective that describes you positively. (Example awesome, great, terrific, etc.) Press F6 once to change the Alignment. This will make the adjective move to the left of the screen. Press Enter.

21. Now arrow key up to your name and tap F8 to CENTER TOP TO BOTTOM.

22. Tap ESC when you are done. This will take you to the SIGN MENU. With Print or Save highlighted tap enter.

23. Move the arrow key down or up to highlight TEST PAPER POSITION. Tap return.

24. Highlight Standard Position Test. Check to see that the printer head is on the crease of the paper. Tap Enter and look at the paper to see if the dotted line is really close to the crease.

25. Highlight Done and tap enter/return.

26. Highlight PRINT. Then Press Enter.

27. Exit to Main Menu.

28. Exit Yes, Exit to DOS

29. Get your Suggested Retail Price list and see if you can figure out how to get the correct price before your teacher instructs you in how to do this.

30. Take your Grade Sheet and Complete correct SIGN to your Vice President to be graded.

Apple II GS 3½"disks

PRINT SHOP

The Print Shop is an easy-to-use program that lets you create and design:

*Greeting Cards
*Signs
*Banners
*Letterheads
*. . . and more

The Print Shop program is simple and easy to learn and use. Follow the steps carefully and you will be ready to print out a SIGN in a matter of minutes.

1. INSERT YOUR PRINT SHOP DISK RIGHT SIDE UP into the disk drive. Turn on your monitor, turn on your computer. (If your computer is already on, RESET it.) It takes a few seconds for the program to load into the computer's memory. Do not press any keys until the red light goes off. The red light remains on during the loading process. When it goes off, the Print Shop is ready to use.

2. Your monitor should now look like this:

Apple II GS 3½" - 2

3. Move the mouse to SIGN and click 2 times.

4. You are next asked to choose :
   a. Design Your Own
   b. Ready-Made
   c. From Other Disk

   CHOOSE "A"--DESIGN YOUR OWN

5. On "Choose a panel type", choose "No Panel".

6. Next you may choose a BORDER. The choices are "Single Color Borders" and "Multicolor Borders". There is also a choice called "No Border". For this order, choose "SINGLE COLOR BORDERS". Click your mouse on a few of them to see the choices. Also go to "See More Choices". After looking at each border, use the mouse to click your choice.

7. CHOOSE A GRAPHIC is next. A "graphic" is a picture or design you can select for your sign. Use the mouse to click on "by picture". Look at the choices and select the one that you like best by clicking on the name of the graphic.

8. Your screen will say "Do you want a second graphic?" Click on "Yes". Choose "By Picture" again. Click on a second graphic that you like.

9. CHOOSE A GRAPHIC LAYOUT should be on your screen. Each of the graphics is available in three different sizes: SMALL, MEDIUM and LARGE. There are many combinations you can choose. For this assignment, choose small or medium or a combination of them so we can learn to customize. Once you have a picture of your choice, CLICK ON CUSTOMIZE.

Apple II GS 3½"- 3

10. Now your screen will say "Customize your layout". It will give you two choices. Try them both so you can see how they work, then choose how you want it to look. When it is right, click on Go Forward.

11. Your next step is to select the FONT or writing style. Use the mouse to go through the list of fonts to see each different style. Be sure to try "See More Choices". After selecting the one you like, CLICK on it.

12. You are now ready to type your message. At the left of the screen are several choices for lettering. The second line has three T's that let you choose "filled solid with ink", "outline" or "shadowed". Click on your choice. The third line shows a small t and a large T. This is where you choose normal size letters or double size. Remember that double size take more room and you can't get as much on a line. Type your name or a message. **BE SURE TO CLICK THE "T" YOU WANT FOR EACH LINE YOU TYPE.**

13. When your message is finished, click "Go Forward". A question will come on the screen. "Center text top to bottom?" Click on "Yes".

14. Now to see what your sign looks like! Click on "Preview" on the bottom of the screen. Your screen will begin to figure out your sign. It takes a few seconds so be patient. Soon it will show you what it will look like when printed.

15. Press any key to continue. This takes you back to the Print screen. If you like the way your sign looks, click on PRINT. If you don't, click on Go Back until you find the screen you want to change. Hit Go Forward when you finish and PRINT. (Make sure you are connected to the printer).

Apple - 5¼" disks

PRINT SHOP

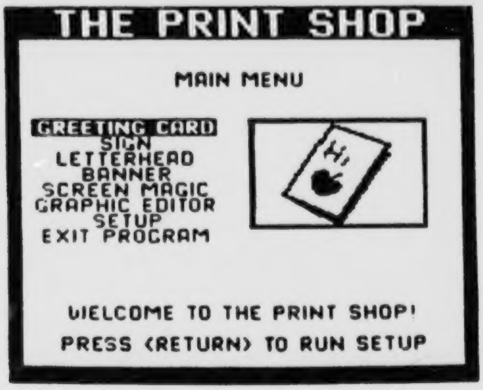
The Print Shop is an easy-to-use program that lets you create and design:

- Greeting Cards
- Signs
- Banners
- Letterhead
- . . . and more

The Print Shop program is simple and easy to learn and use. Follow the steps carefully and you will be ready to printout a **SIGN** in a matter of minutes.

1. Insert your Print Shop program disk right side up into the keyboard disk drive. Turn on your monitor. Turn on your computer. It takes a few seconds for the program to load into the computer's memory. Do not press any keys until the red light goes off. The red light remains on during the loading process. When it goes off, The Print Shop is ready to use.

2. Your monitor should now look like this:


THE PRINT SHOP
MAIN MENU
GREETING CARD
SIGN
LETTERHEAD
BANNER
SCREEN MAGIC
GRAPHIC EDITOR
SETUP
EXIT PROGRAM
Hi

WELCOME TO THE PRINT SHOP!
PRESS <RETURN> TO RUN SETUP

Apple 5¼" - 2

3. Use your arrow key to select SIGN and then Press Return.

4. You are next asked to choose between:
   a. Design your own; or
   b. From other disk

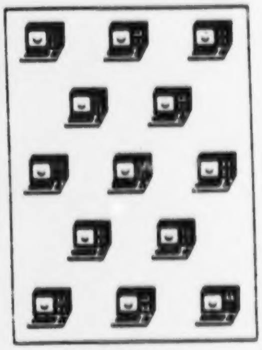
   Choose a. DESIGN YOUR OWN.

5. Next you may choose a BORDER. The design is shown on the screen as you highlight each choice. After looking at each border, use your arrow key to light up your choice, Press Return.

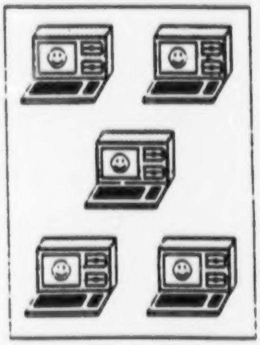
6. CHOOSE A GRAPHIC is next. A "graphic" is a picture or design you can select for your sign. Use your arrow key and select BY NUMBER. Next you are asked to "ENTER NO. OF GRAPHIC." Look at the page of graphics that are available. Select the one that you like best. Enter the number of that graphic, and Press Return.

7. Each of the graphics is available in three different sizes: SMALL, MEDIUM and LARGE. Use your arrow key and select MEDIUM and Press Return.

8. The next step is to select the GRAPHIC LAYOUT. The "STAGGERED" option evenly places 13 small or 5 medium-sized graphics on your card, like the following example:



SMALL



MEDIUM

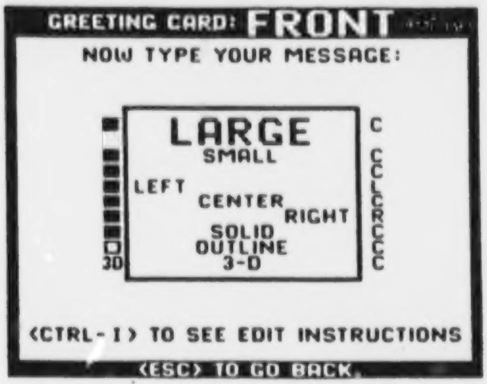
Apple 5¼" - 3

Highlight "CUSTOM LAYOUT." This lets you choose one of the five positions available. Use your arrow keys to move to position 1 and then Press Return. Move to position 2, 4, and 5 and Press Return to get four graphics, one in each corner. Next use your arrow key to move to the box marked "DONE", Press Return. (Notice position 3 is not highlighted. You have chosen not to put a graphic in this position.)

9. The next step is to select the FONT or writing style. Use your arrow key to go through the list of fonts to see each different style. After selecting the one you like, Press Return.

***Note**: If your first name is five letters or less you may choose any font style. If your name is six letters or less you may choose any but RSVP. If your first name is seven letters you cannot choose RSVP, News, or Alexia. If your first name is eight, nine or ten letters you must choose between Stencil and Typewriter.

The Print Shop program lets you type in DOUBLE size or NORMAL; in the CENTER, FLUSH LEFT, or FLUSH RIGHT. It will let you print things SOLID, OUTLINED or in 3-D. The commands for these features are shown below.



```
GREETING CARD: FRONT
NOW TYPE YOUR MESSAGE:

      LARGE          C
      SMALL          C
 LEFT                C
      CENTER         L
            RIGHT    C
      SOLID          R
      OUTLINE        C
30    3-D            C

<CTRL-I> TO SEE EDIT INSTRUCTIONS
<ESC> TO GO BACK
```

Apple -5¼" - 4

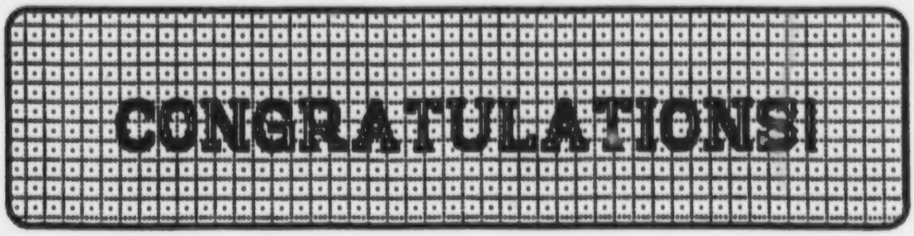
10. You are now ready to type your message. Use the control key and Press Control S. (The Control key is located above the Shift key on the left side of the keyboard.) Type your first name. (The computer will type it in all capitals. You do not need to shift to get a capital letter.) Your name will appear in DOUBLE SIZE and SOLID. Press Return.

11. Now type the word "IS". Press Control F once, Press Return. This will make the word "IS" appear in outline form on your sign. Press Return.

12. Now type an adjective that describes you. (Example awesome, great, terrific, etc.) Press Control F two times. This will make the adjective appear in 3-D form on your sign. Press Return until you get to the end of the box and then Press Return once more.

13. You now have a message that says CENTER TEXT TOP TO BOTTOM. Highlight YES and Press Return.

14. You are given several print options. Highlight PREVIEW and Press Return. This will let you look at your creation to see if it is the way you want it to look. If it looks just right, Press any key. Move the arrow key down to PRINT. (*Check with your teacher to see if the printer is ready.)* Then Press Return.


CONGRATULATIONS!

Name____ Approved_______

WEEKLY TIME CARD

WELCOME TO THE COMPANY!

Today you will fill out a "Time Card" for George Bush. George worked for our company for one week and did a good job (most of the time). When you work for The Company, you will fill out your own time card **daily**. Your time card will be given to you by the Vice President in charge of your department. You will fill in the necessary information and return it to the "Time Card Holder" during the period.

Information for George's time card:

Wage/Hr: $10 per hour

Position: Production Manager

Vice President: Dan Quayle (of course!)

DAY ONE:
Current Date
Duties Performed: Assigned Production Team to work on orders
Hours: 1 (Every day worked will be the same)
V.P. Approval: Yes (sign the initials D.Q.)

DAY TWO:
One day later
Duties Performed: Worked with Production Team and Coloring Team Manager
V.P. Approval: Yes (sign D.Q.)

DAY THREE:
Two days later
Duties Performed: Worked with Team members and helped Quality Control Manager
V.P. Approval: Yes (sign D.Q.)

DAY FOUR:
Three days later
Duties Performed: Absent
V.P. Approval: No (leave blank)

DAY FIVE:
Four days later
Duties Performed: Assigned orders to team members. Filled out an "Unsatisfactory Performance."
V.P. Approval: Yes (sign D.Q.)

Name________________________________ Approved_________________

COMPANY ORDER FORMS

WELCOME TO THE COMPANY ! Today, you are going to learn some important things that will help you to do your best work in our Company. First, you need to know that you will help to make Banners, Signs, Greeting Cards, and Letterheads. Second, all employees (you're one) of the Company will be expected to make at least two sales for The Company.

Order forms must be filled out carefully so that the orders can be produced correctly. Let's begin . . .

BANNER ORDER FORM (blue)

Mrs. Watanabe is getting ready for the Science Fair. She agrees to buy a banner from you that says "SCIENCE FAIR--MARCH 9". She wants the "NEWS" font (lettering style) in solid letters, but has told you to choose a graphic (picture) for her (make sure it goes with the message). She wants the graphic to go before and after the message.

Read the Order Form carefully to learn the prices. Prepare the Order Form and the Customer Receipt and fill in all the information on the front side. Turn the form over and fill in the top five lines.

SIGN ORDER FORM (green)

Mr. Fockel can always find a place to put a new sign. After hearing your sales pitch, he agrees to buy a sign that says "SEVENTH GRADE BAND CONCERT DECEMBER 19". After looking at all the borders, fonts, and graphics, he chooses the "BEADS" border and the "PARTY" font. He asks you to choose a SMALL graphic to go in each corner (charge $2 x 4 locations).

You decide how many lines the message will require and draw an illustration of the sign on the order form. Because Mr. Fockel didn't say what style of font to use, make it SOLID, or what size of font to use, make it NORMAL.

Read the Order Form carefully and fill in all the information on the front side. Turn the form over and fill in the top five lines.

(Turn paper over for the next two orders)

GREETING CARD ORDER FORM (pink)

Mrs. Simonson is going to buy a greeting card from you to Xerox and send to many of her friends and relatives. She would like a LARGE Christmas graphic on the outside (your choice) with "HAPPY" above the graphic and "HOLIDAYS" below the graphic in OUTLINE form. She wants "STENCIL" font, and the size is NORMAL.

On the inside will be 2 MEDIUM graphics in the upper left- and right-hand corners. Use the same font but make the message DOUBLE SIZE. The message will say "THE SIMONSONS".

Read the Order Form carefully and learn the prices. Draw illustrations of the outside and inside of the greeting card so the production staff will know exactly what it is supposed to look like. Fill out all the information on the front side and the top five lines on the back.

LETTERHEAD ORDER FORM (yellow)

Miss Thatcher needs a new letterhead for her office. She has asked you to design one for her. Here is the information she wants at the top:

Miss Thatcher
Assistant Principal
Bonneville Junior High School

Put her name in the box marked "top"; the rest of the info goes on the address lines below. Choose a font and graphic for her.

Letterheads can have a special message at the bottom with a graphic. You may choose a new graphic or use the same one again. The message at the bottom of this order should say "PLAN FOR SUCCESS." No SEPARATING LINES should be used.

Fill in the order form on both sides as you have been doing. Check your addition on a 10-key calculator and staple the tape to the completed order forms.

JOB DESCRIPTION:

PERSONNEL VICE PRESIDENT

1. Turn in Personnel Department employee names, positions, and wage per hour to Personnel Records Manager.

2. Write all employee names on PAYROLL SUMMARY SHEET and pass to Payroll Manager for use on Payroll Report computer program.

3. Sign each employee's time card daily. Keep track of absences and tardies of each employee. Give all time cards for the Personnel Department to the Payroll Manager at the end of each week.

4. Help type two sets of time cards (one for each pay period). You may ask other employees to help if they are free (ie. coloring team, quality control, delivery manager, etc.)

5. Work with Personnel Records Manager to keep track of each item listed on FINAL EVALUATION forms. Financial VP and Accounting Team will write names on the forms. As employees finish each numbered item, work with Financial VP and Accounting Team to correct worksheets and initial each form.

6. Collect all materials from routing boxes in your department and put in correct files at end of each class.

7. At time of Company liquidation, complete an EMPLOYEE EVALUATION SHEET on all employees in the Personnel Department. (To do a fair evaluation, keep notes on each employee daily. Record good work and any problems.)

JOB DESCRIPTION:

PERSONNEL RECORDS MANAGER AND ASSISTANT

1. Assist Vice President in getting employee names, positions, and wage per hour from department vice presidents and entering on PAYROLL SUMMARY SHEET.

2. Type time cards for each employee in the Company with the help of the Vice President, the Delivery Manager, and others with extra time.

3. Distribute and collect time cards daily from vice presidents.

4. IF no Personnel Relations Manager, collect WASTED MATERIAL REPORTS from Expense Manager. Attach to individual Personal Information Sheet.

5. Record any deduction fees on PAYROLL SUMMARY SHEET daily. Have Vice President sign before each payroll.

6. At the end of each pay period, give PAYROLL SUMMARY SHEET to Payroll Manager.

JOB DESCRIPTION:

PERSONNEL RELATIONS MANAGER

1. Collect all Personal Information Sheets
   a. check with each employee to see that they understand the Company's policies and their own duties in the Company. Have them sign the back of the Sheet to show they understand.
   b. keep the Sheets up to date as to absences, tardies, unsatisfactory work, etc.

2. Listen to all complaints from employees and help to solve the problems.

3. Check all "Unsatisfactory Performance Reports" that are turned in by the Vice Presidents. Record the information on the back of the Personal Information Sheets. Attach any Wasted Material Reports (get from Expense Manager) and the Unsatisfactory Performance Reports to the Personal Information Sheet.

4. Do any typing that may be needed on stock certificates or time cards.

5. Keep employees excited about the Company. One way this could be done is to provide a daily or weekly "saying" on a poster paper. Or, a daily joke could be posted to help employees keep a humorous attitude about their job.

JOB DESCRIPTION:

MARKETING VICE PRESIDENT

1. Turn in Marketing Department employee names, positions, and wage per hour to Personnel Records Manager.

2. Assist Accounting Team in figuring dollar amounts on orders. Use calculators to do this.

4. Pass orders to the Production Manager after checking for accuracy, thoroughness, and making sure that all signatures are there.

5. Sign each employee's time card daily. Keep track of absences and tardies of each employee. Give all time cards for the Marketing Department to the Payroll Manager at the end of each week.

6. Collect all materials from routing boxes in your department and put in correct files at the end of each class.

7. Complete EMPLOYEE EVALUATION SHEET on all employees in the Marketing Department. Give to Personnel Vice President when completed. (To do a fair evaluation, keep notes on each employee daily. Record good work and problems.)

8. Keep department area clean..

JOB DESCRIPTION:

SALES MANAGER

1. Use the data base file SALES LEDGER to record the type of sale, the salesperson, the amount, and the customer for each individual sale.

2. Initial order forms and pass them to Marketing Vice President.

3. During Company liquidation, print FINAL SUMMARY SHEETS as follows:

   a. Banner Sales Printout
   b. Letterhead Sales Printout
   c. Greeting Card Sales Printout
   d. Sign Sales Printout
   e. 2 Overall Sales Printouts
      (1) alphabetized by CUSTOMER
      (2) alphabetized by SALESPERSON

4. With the help of the Marketing VP, figure Best Salesperson and Best Customer from Overall Sales Printouts and give the printouts to Marketing VP.

JOB DESCRIPTION:

ACCOUNTING MANAGER AND ASSISTANTS

1. Figure the price for each order on the 10-key calculators.
2. Staple the 10-key tape to the order form on the top right corner.
3. If amount is different from amount on order form, give order form to another Accounting Team member to check amount.
4. Initial the tape AND the order form.
5. Give the completed order form with tape to Cashier.
6. Help correct employee worksheets and record on FINAL EVALUATION SHEETS.
7. During the final few days of the Company, get the FINAL EVALUATION SHEETS from the Personnel Department. Total all points on each sheet, write in the final grade and pass all sheets to President for examination.

JOB DESCRIPTION:

DELIVERY MANAGER

1. Check each order for accuracy and neatness.

2. Fill out a "DELIVERY RECEIPT" from the order form.

3. Deliver finished product to customer.
   a. show product to customer
   b. if order is acceptable, get customer signature on Delivery Receipt
   c. staple completed Delivery Receipt to order form (NOT product)
   d. put completed order forms with receipts stapled on in files marked: "Completed Banner, Sign, Greeting Card, and Letterhead Forms"

4. During first few days of Company, work with the Marketing VP and Advertising Mgr. (if used) to develop an advertising campaign for use on the school announcements.

5. Help out when needed in the Finance and Marketing Departments: type time cards, type stock certificates, act as a "runner" for the Co., etc.

JOB DESCRIPTION:

ADVERTISING MANAGER

1. Advertise products sold by the Company:
   a. Work with the Marketing VP and Delivery Mgr. during the first few days to create one announcement for the school P.A.

      1. write your announcement and get approval from the President
      2. schedule your announcement with the Marketing VP on the calendar
      3. keep the announcement to 15 seconds

   b. Make two signs on the computer (before school if computers are being used) or on poster board if desired, and display in the halls during first week of production

2. During second week of production, make one example of letterhead, sign (can be done as a notebook cover) or greeting card to replace old display in the halls. (add color to these displays)

3. Help Delivery Mgr. and others when needed.

JOB DESCRIPTION:

FINANCIAL VICE PRESIDENT

1. Turn in Financial Department employee names, positions, and wage per hour to Personnel Records Manager

2. Sign each employee's time card daily and keep track of all absences and tardies within your department. Return to Personnel Dept. each day.

3. Be sure all work done in Finance Department has been approved (initialed)
   a. check orders and pass to Accounting Manager
   b. stock certificates approved and signed
   c. approve Daily Deposit Slip from Cashier
   d. approve Payroll employee amounts

4. Get extra KASH for petty cash if asked by Cashier.

5. Help post the daily profit (income minus expenses) on the chalkboard with the Income and Expense Managers.

6. Collect all materials from routing boxes and store in proper files at end of each day.

7. With Accounting Team members, write each employee name on a "Final Evaluation" form. When finished, give all forms to Personnel Dept. for their use.

8. With Accounting Team members and Personnel VP, correct worksheets and record on FINAL EVALUATION FORM.

9. Help Cashier pay employees.

10. Complete an "EMPLOYEE EVALUATION SHEET" on all employees in the Finance Dept. and give to Personnel VP when completed. (To do a fair evaluation, keep notes on each employee daily. Record good work and problems.)

11. At the time of Company liquidation, help Income Mgr. complete Final Income Statement to determine profits of the Company.

JOB DESCRIPTION:

CASHIER

DAILY DUTIES:

1. Get petty cash ($____) for cash box at beginning of each class from President.

2. Collect KASH from sales orders
   a. count money received
   b. stamp order "PAID"
   c. put your initials on the order form
   d. sign employee's Personal Sales Record
   e. put money in cash box
   f. give signed order form to Income Manager

3. Count money from Stock Sales Mgr. for daily stock sales
   a. initial receipt for total stock sales
   b. put money in cash box

4. Each day, fill out a "BANK DEPOSIT" slip of all money received except the petty cash. Get Financial VP's signature and deliver slip and money to Company President.

5. Return petty cash to President. Make sure all amounts are the same as at the beginning of class.

OTHER RESPONSIBILITIES:

PAYROLL:
1. Get Payroll printout from Payroll Manager
2. Pay employees with help of Financial VP and Payroll Mgr.
3. Have all employees sign to show they were paid

STOCKS DURING LIQUIDATION:
1. Get final Stock Report from Financial Vice President
2. Help Stock Sales Mgr. pay stock investors KASH on their investment

JOB DESCRIPTION:

INCOME MANAGER

1. Use the "K.A.S.H. REPORT" spreadsheet to record information from the customer's orders.
   a. initial the order form
   b. pass order form to Financial Vice President

3. Work with the Expense Manager each day to figure the Total Profit. (Subtract all expenses from all income for the day). This net profit should be written on the chalkboard daily.

4. Get final copy of each Payroll printout from Payroll Manager
   a. record K.A.S.H. paid on "K.A.S.H. REPORT"

5. At the time of Company liquidation, complete the final "COMPANY INCOME STATEMENT"
   a. enter amounts from Final Sales printout received from Sales Manager
   b. enter amounts from Final Expense Report figured by you and Expense Mgr.
   c. record total employee salaries from Final Payroll printouts
   d. give printout to Financial Vice President for approval and payment

JOB DESCRIPTION:

EXPENSE MANAGER

1. Hand out Personal Sales Record forms to all employees.
2. Check equipment and supplies used daily in each department.
3. Record items used on "DAILY EXPENSE CHECKLIST"
4. Assist Personnel Records Team in handing out and collecting time cards.
5. With the Income Manager, figure the NET PROFIT each day. (Subtract all expenses from all income for the day). This net profit should be written on the chalkboard each day.
6. Check order forms daily. If low, have forms re-printed.
7. Get Wasted Materials reports from Quality Control Manager. Record the amount from these reports and pass the reports to the Personnel Relations Mgr. to attach to the Personal Information Sheet.
8. Act as a Runner for the Company.
9. Assist the President where needed.
10. During liquidation, complete "WEEKLY EXPENSE SUMMARY"

JOB DESCRIPTION:

PAYROLL MANAGER AND ASSISTANT

1. Using an Organization Chart and the PAYROLL SUMMARY SHEET from the Personnel Records Manager, type employee name and wage per hour on "COMPANY PAYROLL REPORT". (on computer)

2. Check all time cards during the first two days to make sure each employee is filling in the information correctly. Make sure all VPs are signing their employee time cards EACH DAY.

3. At the end of each pay period, use the "COMPANY PAYROLL" spreadsheet and follow these steps:
   a. get "PAYROLL SUMMARY SHEET" from Personnel Vice President
   b. write in the hours worked for each employee
   c. at end of each pay period, enter hours into computer on "COMPANY PAYROLL REPORT"
   d. print two copies of the report
   e. give final copy to Financial VP and President for approval
   f. give one copy to Cashier (for employees to sign); give the other copy to Income Manager to record on computer
   g. help Cashier pay employees

JOB DESCRIPTION:

STOCK SALES MANAGER AND ASSISTANT

1. Sell stock to employees, collect money.
   a. write a "STOCK SALES RECEIPT" (use receipt book) for money received
      (1) give original receipt to investor
      (2) use information on second copy to type Stock Certificates
      (3) get Stock Certificates signed by Financial Vice President and President
      (4) deliver Stock Certificate to investor
   b. figure the daily total amount of stocks sold using a 10-key calculator
   c. fill out STOCK SALES RECEIPT daily and turn in all money invested to cashier; keep receipts in file
   d. type employee investor names and amount paid on "COMPANY STOCK REPORT"

2. Sign each employee's FINAL EVALUATION form under #1 after employees have purchased stock. (The Financial VP has these forms.)

3. At the time of the Company liquidation, find out the Net Profit or Loss from the Income Manager or Financial Vice President; print and submit the final "COMPANY STOCK REPORT" to the Cashier for investors' payments.

JOB DESCRIPTION:

PRODUCTION VICE PRESIDENT

1. Turn in Production Department employee names, positions and wage per hour to Personnel Records Manager.
2. Train any employees that need help on "The Printshop" software.
3. Initial daily Wasted Materials Reports.
4. Sign each employees' time card daily and keep track of all absences and tardies within your department. Make sure that all department time cards are given to the Payroll Manager at the end of each week.
5. Don't let employees put through their own orders or friends orders before their turn.
6. Assist Production Manager in logging all orders in and recording name of production team member assigned to order.
7. Do the final quality control check on each order before it leaves the Production Department. Pass each order to the Delivery Manager for delivery.
8. Collect all materials from routing boxes in your department and put in correct files at end of each class.
9. Complete an EMPLOYEE EVALUATION SHEET on all employees in the Production Department. Give to Personnel Vice President when completed. (To do a fair evaluation, keep notes on each employee daily. Record good work and problems.)
10. Keep Production Department clean.

JOB DESCRIPTION:

PRODUCTION MANAGER

1. Log each order in on the Production Log sheet. Explain each order as you assign it to a team member--making sure no one produces his/her own orders.
2. Put a paper clip on each order form so the Production Team Member can attach the product to the order form when finished.
3. When orders are completely finished, cross them off on the Log sheet. Also initial all completed order forms.
4. Submit completed product and order forms to Quality Control Manager.
5. Help employees with equipment and order problems. Also be aware of what each printing and coloring team member is doing. You are responsible for seeing the orders are finished.

JOB DESCRIPTION:

QUALITY CONTROL MANAGER

1. Check each order when it has been completely filled to make sure that it is what the customer wants.
   a. Remove edges of computer paper, fold greeting cards neatly, etc. so order is ready for delivery.
   b. Check the color orders for neat work.

2. If order is CORRECT:
   a. initial order form
   b. give product and order form to Production Vice President

3. If order is INCORRECT:
   a. fill out "WASTED MATERIAL" report form
   b. get employee's signature on wasted paper
   c. turn in WASTED MATERIAL report form to Expense Manager
   d. throw wasted material away
   e. give customer order form back to Production Manager for reprinting (in some cases, the customer may take the incorrect order if offered a "Sale Price." Offer this option to save paper and production time.)

4. Serve as a Helper and fill in as needed in Personnel and Production Departments: help on production line, type time cards, run errands, help color, etc.

JOB DESCRIPTION:

PRODUCTION TEAM MEMBERS

1. Use the "Print Shop" program to produce the orders received. Check each order to make sure you understand how to do it.
2. Initial completed order form and give the product and order form, attached with a paper clip, to Production Manager.
3. Tell Production Manager of equipment and supply problems (ribbons, paper, disks).
4. When no orders are waiting, help the Coloring Team.

JOB DESCRIPTION:

COLORING TEAM MANAGER

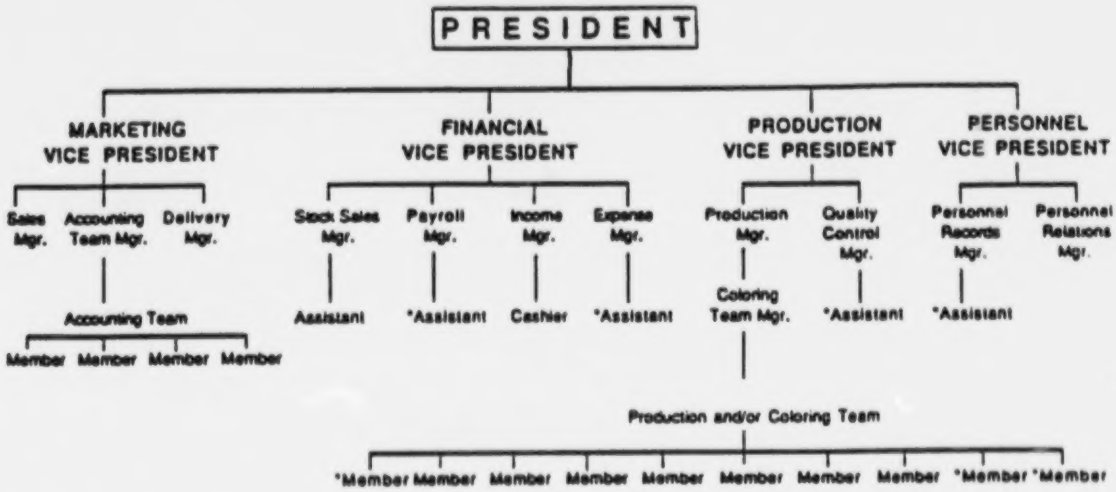
1. Assign Coloring Team Members to orders as they come in. Distribute work evenly.
2. If many orders need to be finished, ask other employees to help as they can.
3. Check finished orders to make sure they are done well. Paper clip product to order form.
4. Give finished orders to Quality Control.

JOB DESCRIPTION:

COLORING TEAM MEMBERS

1. Carefully color the product according to the "COLOR ORDER FORM".
2. When finished, sign the order form.
3. Paper clip the product to the order form and give to Coloring Team Manager.
4. Let the Coloring Team Manager know if low on markers, etc.

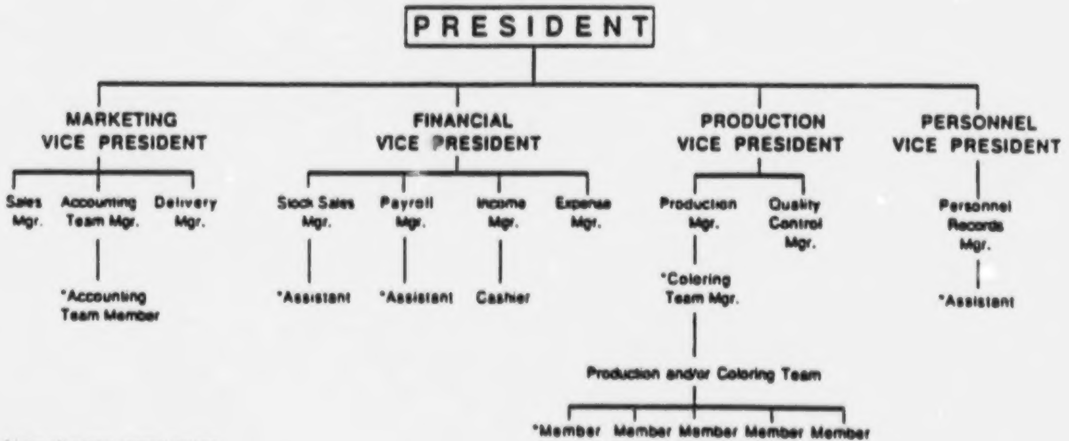
ORGANIZATION CHART
FOR THE COMPANY


PRESIDENT
MARKETING VICE PRESIDENT
FINANCIAL VICE PRESIDENT
PRODUCTION VICE PRESIDENT
PERSONNEL VICE PRESIDENT
Sales Mgr.
Accounting Team Mgr.
Delivery Mgr.
Accounting Team
Member
Member
Member
Member
Stock Sales Mgr.
Payroll Mgr.
Income Mgr.
Expense Mgr.
Assistant
*Assistant
Cashier
*Assistant
Production Mgr.
Quality Control Mgr.
Coloring Team Mgr.
*Assistant
Personnel Records Mgr.
Personnel Relations Mgr.
*Assistant
Production and/or Coloring Team
*Member
Member
Member
Member
Member
Member
Member
Member
*Member
*Member

*Jobs of a less critical nature

Minimum class size: 25
Maximum class size: 38

ORGANIZATION CHART
FOR THE COMPANY


PRESIDENT
MARKETING VICE PRESIDENT
FINANCIAL VICE PRESIDENT
PRODUCTION VICE PRESIDENT
PERSONNEL VICE PRESIDENT
Sales Mgr.
Accounting Team Mgr.
Delivery Mgr.
*Accounting Team Member
Stock Sales Mgr.
Payroll Mgr.
Income Mgr.
Expense Mgr.
*Assistant
*Assistant
Cashier
Production Mgr.
Quality Control Mgr.
*Coloring Team Mgr.
Production and/or Coloring Team
*Member
Member
Member
Member
Member
Personnel Records Mgr.
*Assistant

*Jobs of a less critical nature

Minimum class size: 20
Maximum class size: 26

EST COPY AVAILABLE

THE COMPANY

DAILY OPERATION SCHEDULE
(Lesson Plans)

Note: Be sure you have read and completed the teacher preparation section several days before starting the simulation. It will make for a much smoother beginning.

DAY 1: (You will have to really move to get through this in one day. Keep explanations short and to-the-point and keep going!)

1. Explain the simulation called "The Company" (employees may choose to name the company another name if you so choose) is going to start. Everything the students have learned during the course will now be used.

   The products we will sell will be **Banners, Signs, Greeting Cards, and Letterheads**. (There should be samples of each on the bulletin boards for students to see.)

2. Explain the 4 hats, or responsibilities, each employee has:

   a. Salesperson - You have to sell the product to make money. Employees may sell to other students in TLC or to teachers. They may also sell to parents if they are willing to pay for the products they purchase.

   b. Customer - You can't make a profit if there are no customers, so in this company, each employee is required to buy 3 items.

   c. Stock Investor - You have a new idea...how can you start making it? You need money, where will you get it?

   Ask: do stock holders always make money? There is a risk involved. A stock holder shows a vote of confidence by buying. All employees are required to buy stock in the company.

   Teacher Note: You may choose any amount to require for stock. Teachers have chosen anywhere from $10 to $100 per student. The important factor is that each student participates in the process.

   d. Employee - Who's going to run this company?
      All will have their own positions.
      It is important to be present each day and do the job well.
      All will be paid by the hour.
      Hand out an organizational chart with a wage chart at the bottom and explain the different types of positions.

Teacher Note: There are several options for pay policies. Some teachers have chosen to make a class period equivalent to an 8-hour work day. If you choose this method, the hourly salary could be: vice-presidents - $15, managers - $12, assistants and team members - $10 or close to that. In this way, a day's wage would be between $80 and $120.

If you choose to have each class period be just one hour, the wages should be much higher: vice-presidents - up to $40, managers - $35, assistant managers - $30, team members - $25.

3. Vote for four vice-presidents. (You must "sell" the positions so they won't go to just the popular kids.) Go through the organizational chart with students and explain what each vice-president will need to know.

Personnel	Marketing	Finance	Production
typing (lots)	calculator	spreadsheet	print shop
record keeping	data base	payroll	coloring team
		income	quality control
		typing	checking orders
		cashier	(good at spelling)

Explain to students not to put in a vice-president who is absent or thinks it's a joke. Also remind them that they can vote for themselves. That says "I can do this", so don't be embarrassed.

Vice-presidents make the most money; therefore, they need to be present each day. They will have to know each job in this department and will need to attend any training to learn the responsibilities. During the voting process, ask each nominee, "Are you willing?" Do not apply force. They may choose to accept the responsibility or not.

4. After choosing vice-presidents, talk to the students about what jobs they might want. Have vice-presidents look at the number of employees they need.

5. Send one vice-president to each corner with their vice-president folder and begin the choosing process. Explain that each student needs to apply in two departments. This is **NOT** the interview--only a chance for each student to quickly give his/her name and desired position to each vice-president. Also explain that employees will be given one of their choices as far as possible, but not all will bet the position they choose. (Ask the vice-presidents to write whether this is the student's first or second choice.)

END OF DAY ONE

DAY 2:

1. Class members fill out the "Personal Information Sheet" with the President's help. (This is done quite easily using the overhead.)
2. When the sheets are filled out, the interview process begins. The VPs decide which students they want to use in their department.
3. During the interview time, the teacher explains to the class how an order is filled out and, most importantly, how to figure the cost of each order. (This may seem as if there is too much going on but the interview process is brief and quiet. Whatever the student misses out on will be told at least 2 or 3 times as you go over several orders.)
4. During the last 15 minutes of class while students are filling out their first order form, the VPs and President go into the hall or a corner of the room to finalize the employee positions. Guide students to best choices keeping in mind behavior problems, personalities, etc. Have VPs make final decisions after discussion.
5. After classes are finished, make final organizational charts for each class with names on each position. Copy these and have ready for the next day.

DAY 3: (Before this day, set up the classroom into the 4 departments, put out the routing baskets, job descriptions, department banners, receipt books, order form baskets, etc. so the Company is ready to go.)

1. Because of the limited time on Day 2, you may choose to continue the order process on this day. As you explain how to use the order forms, hand out the Printshop graphics and fonts available. **WORK QUICKLY!**
2. When you feel relatively sure the students understand the order process, have each student fill out one order of their choice. Explain that these are real orders that must be paid for as they are turned in to the cashier on Day 4 and count as one of the three orders they must submit to pass the company. Work through them step by step and have them choose someone next to them to check the math and make sure they are completed properly.

2 a. **Show a copy of "Personal Sales Record" and teach students how to use.** (Customer signs name on one line, the cashier initials at the side as he/she verifies the order)

3. When the orders are completed, or nearly completed, have each employee go to his or her work station to be ready to begin. (Have several copies of the organization chart around the room in case they have forgotten their position)

4. With some completed orders in hand, walk an order through the routing process. It will be less confusing if you have entered these few orders into the computers for the Sales and Income Managers. As you walk around, have the employees tell you what their responsibility is for this order. Talk about signing only those orders they have **actually done work on**.

5. After finishing the routing process, talk briefly about the people not involved with this portion of the Company (payroll, stock sales, etc.) Have them read their job descriptions and learn what they need to start work on.

6. **Explain that some positions have "down time". All employees are required to do 4 worksheets to pass the Company and should do them as soon as possible. Show a copy of the FINAL EVALUATION SHEET.

7. **Cash:** The cashier will need to get the petty cash folder from you each day. This folder could contain any amount of money you feel necessary. One suggestion follows:

20	one dollar bills
10	five dollar bills
10	ten dollar bills
5	twenty dollar bills
2	fifty dollar bills
4	one hundred dollar bills

These amounts should be on the outside of the folder so the cashier can check the number at the beginning and end of class. (An alternate idea is to have the petty cash in the cash box with a list of amounts required)

(This Company schedule is done in the least number of days possible. If there is time, it can and probably should be expanded to 12, 13, or 14 days. If you are able to do this, just push everything back one or more days starting with days 5-7 or day 8.)

DAY 4: FULL-TIME PRODUCTION BEGINS

(Demonstrate how time cards are filled out before beginning production)

1. Roll is marked by Personnel Records Mgr. and VPs for remainder of simulation.

2. Marketing VP discusses advertising campaign with Delivery Manager and Advertising Mgr. (if used).
   a. two signs
   b. one PA announcement (1st period = a.m. of 5th day, 2nd period, p.m. of 5th day, etc.

3. Expense Mgr. distributes "Personal Sales Records" to each employee. These will be initialed by the cashier when orders are paid for. These must be kept up to date and turned in at a later time for grading.

4. Personnel Records Mgr., VP, and floaters
   a. begin typing top portion of time cards from department lists VPs give them.
   b. As they are typed, the Expense Mgr. delivers them to each employee to fill in duties performed.
   c. Time cards are then given to VPs for initialing.
   d. Collect time cards from VPs at end of period to file.
   e. Complete "Employee List" data base and give printout to Payroll Mgr.
   f. Check to see that all employees have filled out a "Personal Information Sheet"

5. Vice presidents:
   a. give department employee names and positions to Personnel Records Mgr. quickly.
   b. help mark roll each day
   c. keep department area clean
   d. collect all materials in department routing baskets before the end of each period and file in proper folders
   e. give time cards to Personnel after marking on each
   f. fill in for any missing employee

6. Stock Sales Mgr.:
   a. begin to sell stock to class members.
   b. issue a "Stock Sales Receipt" to each member when stock is purchased
   c. keep a carbon copy of all sales
   d. type a Stock Certificate from the information on the carbon copy
   e. enter sales info on the computer under "Stock Sales Report"
   f. keep a list of who has purchased and who has not

7. Expense Mgr.:
   a. completes "Daily Expense Checklist" showing day-to-day expenses.
   b. All wasted materials are given to him/her and "Wasted Materials Reports" are filled out and sent to Payroll.
   c. add daily totals to "Company Expense Summary"

8. Production Dept.:
   a. Production Mgr. logs in each order and who is assigned to complete it
   b. Production VP helps any member unclear on The Printshop software
   c. Coloring team buys and sells orders while they have down time, they may also assist any department or the teacher if needed

9. Cashier:

   a. count petty cash given by teacher at beginning of class
   b. start taking orders (remember to write on "Personal Sales Record")
   c. during clean-up time, count money. Return petty cash to president, fill out deposit slip, turn in slip and profits to president

10. Payroll Mgr.

   a. Assist where needed (typing time cards, selling, etc.)
   b. Begin typing "Company Payroll Report" from Personnel's "Employee List"

DAYS 5-7

Continue in normal positions using job description sheets to be certain all responsibilities are completed.

***All employees need to turn in at least one order by the end of day 5, a second order by day 7, and their third by day 8 (or 9 if extending company time) to avoid production problems during the last two days.

1. Payroll Mgr.
   (Day 7)
   a. get totaled time cards from VPs and enter hours into "Company Payroll Report" at beginning of class period (have other employees help) This pay period is 4 days.

   b. print out two copies of the report

   c. Pay employees with help from Financial VP and Cashier, if available. Teacher will probably need to make a "presidential deposit" to cover payroll.

2. Personnel Records and assistants and floaters should begin typing the second set of time cards when the first set is completed. Keep them on file until needed on Day eight.

3. Sales Mgr. and Income Mgr. enter each order and other information into computers

4. All continue buying and selling product.

5. VPs fill out an "Employee Evaluation" form for each employee in their department and give to Stock Sales Mgr. for signature verifying stock purchase.

DAY 8

1. Personnel Dept. hands out new time cards and begins a "Final Evaluation Sheet" for each employee which they will use to keep track of completed worksheets as well as final sales, purchases, work record, stock purchase, etc. Financial VP and Accounting Team members help.
2. **Last day for buying and selling stocks.** (or day 9 if extending)
3. Continue producing product, coloring product, expenses, etc.

DAY 9

1. Sales Mgr. and Income Mgr. should try to finish entering orders into the computer so they can spend Day 10 printing their reports and selecting best salesperson, customer, total dollars taken in, expense totals, etc.
2. If not completed already, Stock Sales Mgr. and assistant should enter all stockholder names onto "Company Stock Report" for liquidation purposes. Give one copy to Income Mgr. and one to Financial VP.
3. Coloring Team will undoubtedly need assistance to finish all orders in time. Anyone not busy should help whenever possible.
4. Wasted Material Report deductions need to be recorded for payroll purposes.
5. VPs fill out "Employee Evaluation Sheet" and "Final Evaluation Sheet" (kept in Personnel Dept.) for each employee in their department. Return to Personnel when completed.
6. All employees turn in "Personal Sales Record" to Personnel Department. Personnel determines whether requirements were met in buying (3 products) and selling (3 products). If so, they sign the "Final Evaluation Sheet" and pass it to the Accounting Department.
7. Accounting Department totals all points on each "Final Evaluation Sheet" and determines final grade. These sheets are then turned into President for examination.

DAY 10 COMPANY LIQUIDATION. All employees should look at their job description sheets and finish whatever is listed under "During Liquidation".

1. Sales Mgr. prints these final reports:
   a. Banner Sales
   b. Letterhead Sales
   c. Greeting Card Sales
   d. Sign Sales
   e. Best Customer (alphabetized by customer column)
   f. Best Salesperson (alphabetized by salesperson column)
   g. from these reports, provide a list of those who did not sell and buy 3 products, and also figure best customer and salesperson from the overall sales printouts and submit results and printouts to Marketing VP. (The Marketing VP can help figure these if he/she is free)

2. Expense Manager:

   a. Prepare "Total Expense Summary" with the aid of the Income Manager.
   b. Enter totals onto "Company Income" statement with Income Mgr.

3. Income Manager:

   a. Assist Expense Mgr. with totals
   b. Prepare "Company Income" statement upon receiving final printouts from Sales Manager, Expense Manager, Stock Sales Mgr. and Payroll Manager. (This will take some time.)

4. Payroll Mgr. gathers time cards and, with help from Financial VP or others that are free, enters final payroll on computer. Give totals to Income Mgr.

5. President uses "Company Income" statement to calculate stock dividend. (Hint: There may not be a profit and that could be discouraging to hard-working employees. It might be wise to either enter only a portion of the payroll or "up" the sales to make certain they make a little money. The dividend is an important reward system.)

6. Cashier and Payroll Mgr. and Stock Sales Mgr. begin paying employees. (This will continue into Day 11)

7. All employees not involved in liquidation reports, coloring, etc. will do a final worksheet "Print Shop Fun" to turn in to president at end of class.

8. Any orders not completed will be returned and money refunded to customers. (Coloring can continue on Day 11 while final payroll is completed if desired.)

DAY 11 PAYDAY AND FINAL AUCTION

1. Finish paying employees payroll and stock dividends.
2. Award bonus or prize to top salesperson and customer.
3. Discuss company. (Pros and cons)
4. Auction (allow 20 to 30 minutes for this final auction)

Final Note: The Company can and probably should be extended to 12, 13, or 14 days if time permits. Eleven days is the bare minimum. If it is possible, just push everything back one day or more and continue on.

THE COMPANY OPERATION SCHEDULE
OUTLINE FORM

DAY 1:

1. Explain "The Company"
2. Describe products selling (banner, greeting card, sign, letterhead)
3. Explain the 4 hats each employee has
    a. salesperson
    b. customer
    c. stock investor
    d. employee
4. Talk about salaries and different types of jobs
5. Vote for 4 vice presidents
6. Explain jobs available for other members
7. VPs to corners to write choices of students

DAY 2:

1. All fill out "Personal Information Sheets" (overhead)
2. Have students interviewed by VPs
3. While interviewing, explain how order form is filled out

DAY 3:

1. Set up classroom into departments before class begins. Put out all supplies.
3. Finish order process if not finished on Day 2.
4. Have students each fill out one order form to turn in on Day 4.
5. Ask students to go to work stations according to job they were hired to do.
6. Begin to walk an order through the routing process.
7. Have all read job description sheets and talk about employees not on routing process. (If steps 6 and 7 cannot be completed on Day 3, you may continue on Day 4)

DAY 4:

1. Have petty cash ready for cashier.
2. Production begins.
3. Show how to fill out time cards.
4. Roll taken by Personnel and VPs
5. All work according to job description (see lesson plans for detailed daily work)
6. Give Final Evaluation Forms to Financial VP to fill out name portion.
7. One order due from each employee.

DAYS 5-7:

1. Continue production.
2. Pay employees for first 4 days of work.
3. VPs fill out "Employee Evaluation" forms for department employees.
4. Second order for each employee due by day 7.

DAY 8:

1. Hand out new time cards.
2. Last day for buying and selling product.
3. Order no. 3 due.

DAY 9:

1. Stock Sales enter names into computer
2. Employees turn in Personal Sales Records to Personnel Dept.
3. Accounting totals points on Final Evaluation Sheet and assigns grade and passes to president.

DAY 10:

1. Each employee accomplishes jobs listed under "during liquidation".
2. Any orders not completed should be returned and refund made.
3. Begin paying employees.

DAY 11:

1. Finish paying employees salaries and stock dividends.
2. Award bonus or prize to top sales and customer.
3. Discuss briefly the company.
4. Do final auction.

(The company can and probably should be increased to 12 to 14 days. If that is possible with your schedule, just move everything back a day or more.)

JUMBLED COMPANY

Fill in the blanks with the correct word(s) or phrase. The circled letters must be unscrambled to solve the phrase below. The bottom phrase is about something in TLC (Technology Life Careers--sometimes called Vocational Core. A vocation is a job or what you do for a living).

1. The name of our company is _ _○ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _.

2. Communication is _ _ _ _○_ _ _ _ in all companies and at all levels of employment.

3. Financial backing is important to all companies as they begin. By selling _ _ _ _ _ a new company can get the _ _○_ _ needed to buy equipment or supplies.

4. All employees are required to fill out a _ _ _ _ _ _○_ Information Sheet.

5. In our class, when you sell a product or buy stock, the P_ _ _ _ _ _ _○ Department needs to write that information on a sheet for your final evaluation.

6. No customer may write up his/her own _ _○_ _ _.

7. Every employee of The Company is a _○_ _ _ _ _ _ _ _ _ _ and needs to sell three or more orders.

8. Each person in The Company was _○_ _ _ _ _ _ _ _ _ _ by a Vice President before being hired.

9. In our Company, we all have four jobs:

   1) ⓔ_ _ _ _ _ _ _
   3) c_ _ _ _ _ _○
   2) salesperson
   4) _ _ _ _ _ investor

10. When we fill out an order form, we turn it into the _ _ _ _ _ _ _ _ _ _ _ team. They check our order to see if the dollar amount is correct.

11. The writing style we choose for our orders is called a _ _○_.

12. The _ _ _○_ _ _ _ _ Department employees have jobs that deal with money. These include Payroll, Stock Sales, and Income.

**** Now take the letters in the circle for each statement above and place them in the circles below according to their number.

1 2 4 5 3   6 7 8   9-1) 11 12 9-3)
○ ○ ○ ○ ○   ○ ○ ○   ○ ○ ○ ○

Now rearrange the letters in the circles to find the purpose of Vocational Core.

_ _ _ _ _   _ _ _   _ _ _ _

KEY

JUMBLED COMPANY

Fill in the blanks with the correct word(s) or phrase. The circled letters must be unscrambled to solve the phrase below. The bottom phrase is about something in TLC (Technology Life Careers--sometimes called Vocational Core. A vocation is a job or what you do for a living).

1. The name of our company is THⒺ PRINT SHOP COMPANY.

2. Communication is IMPOⓇTANT in all companies and at all levels of employment.

3. Financial backing is important to all companies as they begin. By selling STOCK a new company can get the MOⓃEY needed to buy equipment or supplies.

4. All employees are required to fill out a PERSONⒶL Information Sheet.

5. In our class, when you sell a product or buy stock, the PERSONNEⓁ Department needs to write that information on a sheet for your final evaluation.

6. No customer may write up his/her own ORⒹERS.

7. Every employee of The Company is a SⒶLES PERSON and needs to sell three or more orders.

8. Each person in The Company was IⓃTERVIEWED by a Vice President before being hired.

9. In our Company, we all have four jobs:

   1) ⒺMPLOYEE
   3) CUSTOMEⓇ
   2) salesperson
   4) STOCK investor

10. When we fill out an order form, we turn it into the ACCOUNTING team. They check our order to see if the dollar amount is correct.

11. The writing style we choose for our orders is called a FOⓃT.

12. The FINⒶNCIAL Department employees have jobs that deal with money. These include Payroll, Stock Sales, and Income.

**** Now take the letters in the circle for each statement above and place them in the circles below according to their number.

1 2 4 5 3   6 7 8   9-1) 11 12 9-3)

Ⓔ Ⓡ Ⓐ Ⓛ Ⓝ   Ⓓ Ⓐ Ⓝ   Ⓔ Ⓝ Ⓐ Ⓡ

Now rearrange the letters in the circles to find the purpose of Vocational Core.

LEARN AND EARN

THE COMPANY

Search and Find

In this square you will find words up, down, frontwards, backwards, and diagonal. When you have found them all, they will spell out a secret message. Good luck!

(There are other words - but circle only those on the word list.)

```
B T F O N T H A B C D V O C A T I O N A L C O R E R G H T
O N T U I T O N R W O R K P A N G M I Y E N O M N O E I N
N E U X S L N O E Y P Z S L C R N H C C T E P W M R P J E
N D D V P M O P M S E A A E C O I C E D S X Q O L E O K M
E I Y W I S R Q O S N E T A O C T N E I A P R P R I N T P
V S M I L E S R T I M E Q S U P U U C J P E S T U H V W I
I E W V L U T R S K E A O E N O O L F O L N O A U S E X V
L R Y E V I G S U R A U K N T P R H G K M S W E Y A I O Q
L P I R A T E T C Q T R U E S W I T C H O E L Z S C K U E
E Y Z A B S E R V I C E S I Q P A R E N T S A L A R Y B O
J P R A I S E A N P O W I T P A Y R O L L A D E L I V E R
U R K J F O X C O M N S D A P S O H B C T K L O Y A L A D
N I L I O M C H I L D N A R E C I U B O N L A M O U S E E
I D O G O N O A T C A A E T R H T M E T A L I C O R I A R
O E S I G N P R C K A S H S S E A A G O T O C O M P A N Y
R A S H S Q S T U T P H R I O D L L I T S R N O P I D Y O
I B F G D R D X D U P T E N N U E N N A I N A E S A A O Y
D C E F N S R W O E L N T I N L R C U L S K N S E N T N O
E D R E A T A U R S E O T M E E T A R C S C I U T O A E N
G R A P H I C V P D Y M E D L S T O C K A O F O A S D K O
T R K B O U G H T A Z T L A R I W E V I L R C M R W G E I
E E R E S P O N S I B I L I T I E S E T A P P L Y I N S T
A B E F E R E B M E M N B F A L L B T I R R T N I N I O A
C I S A E E E M I L E A A P M U J O B P E E E I C G T O Z
H R I M E E Y O N K L T N A R S O R O S C I G B A S E G I
E C D I S F O N T S O R N E V E R D Y O E E I A R W K E N
R S E L R L L E S O N O E N E V E E S H I R E A N D R M A
S E N Y U A P G I R L P R O R A O R H O P W I L U A A I G
O D T O P M M G T O R M E S E L A S O M T N O O N P M T R
C R E A T E E D E X C I T E M E N T F O R K I D S A K E O
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account
assistant
banner
cards
cashier
company
customer
deliver
employee
expense

financial
fonts
font
graphic
honor
income
kash
letterhead
manager
make

marketing
member
order
orders
payroll
personnel
praise
president
pride
print

production
receipt
routing
sales
sign
smile
stock
task
time
work

Answer Key

THE COMPANY

Search and Find

In this square you will find words up, down, frontwards, backwards, and diagonal. When you have found them all, they will spell out a secret message. Good luck!

(There are other words - but circle only those on the word list.)

```
B T F O N T H A B C D V O C A T I O N A L C O R E R G H T
O N T U I T O N R W O R K P A N G M I Y E N O M N O E I N
N E U X S L N O E Y P Z S L C R N H C C T E P W M R P J E
N D D V P M O P M S E A A E C O I C E D S X Q O L E O K M
E I Y W I S R Q O S N E T A O C T N E I A P R P R I N T P
W S M I L E S R T I M E Q S U P U U C J P E S T U H V W I
I E W V L U T R S K E A O E N O O L F O L N O A U S E X V
L R Y E V I G S U R A U K N T P R H G K M S W E Y A I O Q
L P I R A T E T C Q T R U E S W I T C H O E L Z S C K U E
E Y Z A B S E R V I C E S I Q P A R E N T S A L A R Y B O
J P R A I S E A N P O W I T P A Y R O L L A D E L I V E R
U R K J F O X C O M N S D A P S O H B C T K L O Y A L A D
N I L I O M C H I L D N A R E C I U B O N L A M O U S E E
I D O G O N O A T C A A E T R H T M E T A L I C O R I A R
O E S I G N P R C K A S H S S E A A G O T O C O M P A N Y
R A S H S Q S T U T P H R I O D L L I T S R N O P I D Y O
I B F G D R D X D U P T E N N U E N N A I N A E S A A O Y
D C E F N S R W O E L N T I N L R C U L S K N S E N T N O
E D R E A T A U R S E O T M E E T A R C S C I U T O A E N
G R A P H I C V P D Y M E D L S T O C K A O F O A S D K O
T R K B O U G H T A Z T L A R I W E V I L R C M R W G E I
E E R E S P O N S I B I L I T I E S E T A P P L Y I N S T
A B E F E R E B M E M N B F A L L B T I R R T N I N I O A
C I S A E E E M I L E A A P M U J O B P E E E I C G T O Z
H R I M E E Y O N K L T N A R S O R O S C I G B A S E G I
E C D I S F O N T S O R N E V E R D Y O E E I A R W K E N
R S E L R L L E S O N O E N E V E E S H I R E A N D R M A
S E N Y U A P G I R L P R O R A O R H O P W I L U A A I G
O D T O P M M G T O R M E S E L A S O M T N O O N P M T R
C R E A T E E D E X C I T E M E N T F O R K I D S A K E O
```

account
assistant
banner
cards
cashier
company
customer
deliver
employee
expense

financial
fonts
font
graphic
honor
income
kash
letterhead
manager
make

marketing
member
order
orders
payroll
personnel
praise
president
pride
print

production
receipt
routing
sales
sign
smile
stock
task
time
work

THE COMPANY

All the words used below will be used while
you work in the print shop company.

In this column unscramble the letters.	Fill in the blanks by using the clues.	In this column the word you need rhymes with the clue. The number tells how many letters in the word
1. LIMES	1. The people who make up the company _ _ _ _ _ _ _ _ _	1. Rhymes with ant (helper) (9) a _ _ _ _ _ _ _ t
2. THENOS	2. One item we print _ _ _ _ _	2. Rhymes with here (money) (7) c _ _ _ _ _ _
3. ETOSCUMR	3. The costs of a company _ _ _ _ _ _ _ _	3. Rhymes with rock (we buy..) (5) _ _ _ _ _
4. PACNOYM	4. If our product makes money, it is sometimes called _ _ _ _ _ _	4. Rhymes with buy your ties (9) a d _ _ _ _ _ _ _
5. BREMEM	5. Employees making the products are in this department. _ _ _ _ _ _ _ _ _ _	5. Rhymes with oh, hear ye (8) e m _ _ _ _ _ e
6. LAPYLOR	6. Shows how long you have worked each day _ _ _ _ _ _ _ _	6. Rhymes with the giver (7) d _ _ _ _ _ _
7. SHAK	7. People who help in production _ _ _ _ _ _ _	7. Rhymes with jails (5) s _ _ _ s
8. NABREN	8. Frames for pictures or signs _ _ _ _ _ _ _	8. Rhymes with pine (4) s _ _ _
9. TEDENSRIP	9. Things that deal with money _ _ _ _ _ _ _ _ _	9. Rhymes with (almost) badger (7) m _ _ _ _ _ _
10. KROW	10. Pictures on the computer are called _ _ _ _ _ _ _ _	10. Rhymes with she wore red (10) L e _ _ _ _ _ _ a d

On the back you make up clues for other words we will use in the Print Shop.

Some of these words could be: print, pride, fonts, marketing.

Answer Key

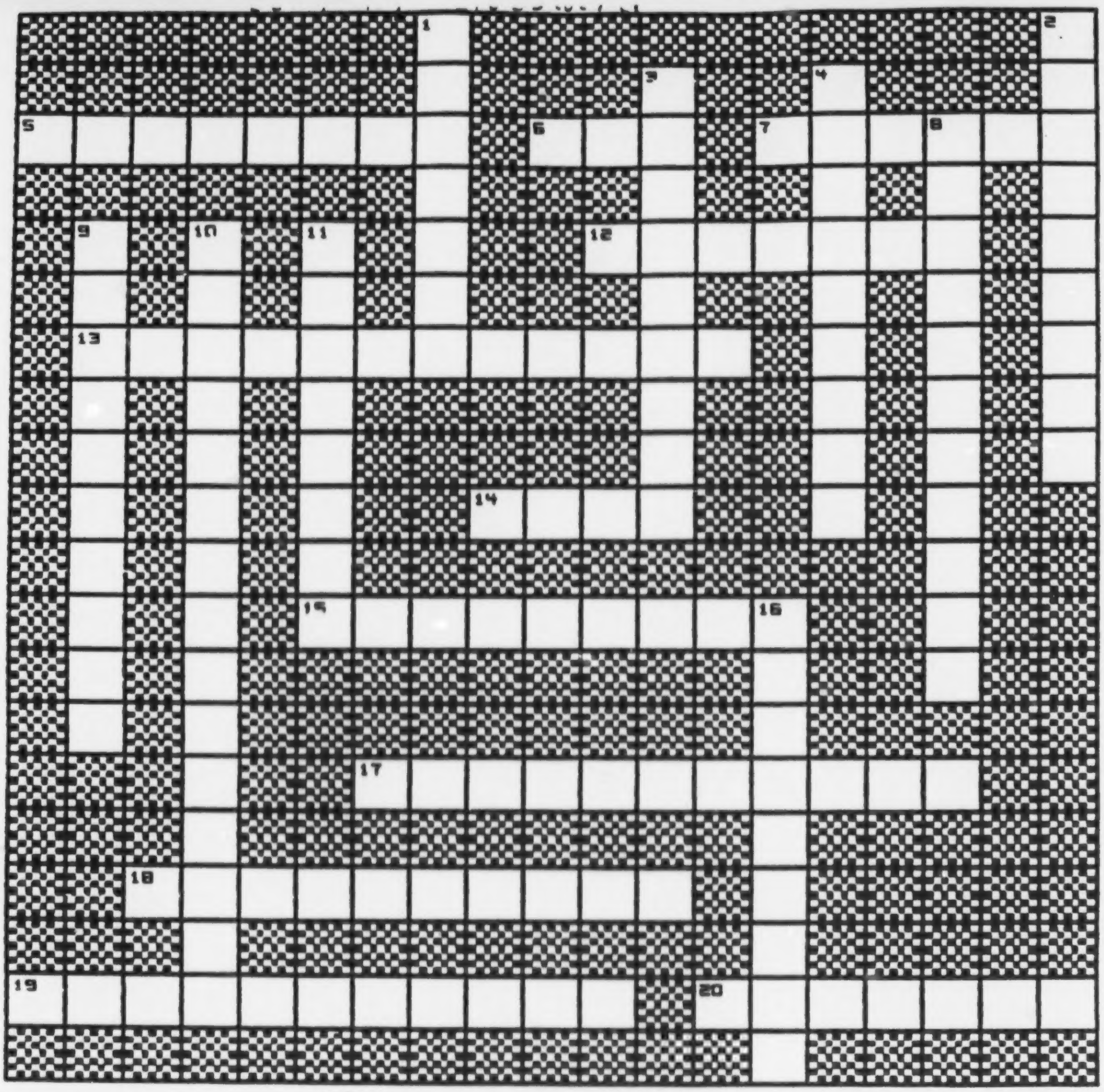
THE COMPANY

All the words used below will be used while you work in the print shop company.

In this column unscramble the letters.	Fill in the blanks by using the clues.	In this column the word you need rhymes with the clue. The number tells how many letters in the word.
1. LIMES Smile	1. The people who make up the company personnel or employees	1. Rhymes with ant (helper) (9) assistant
2. THENOS Honest	2. One item we print cards or signs	2. Rhymes with here (money) (7) Cashier
3. ETOSCUMR Customer	3. The costs of a company expenses	3. Rhymes with rock (we buy..) (5) Stock
4. PACNOYM Company	4. If our product makes money, it is sometimes called income	4. Rhymes with buy your ties (9) advertise
5. BREMEM Member	5. Employees making the products are in this department. production	5. Rhymes with oh, hear ye (8) employee
6. LAPYLOR Payroll	6. Shows how long you have worked each day timecard	6. Rhymes with the giver (7) deliver
7. SHAK KASH	7. People who help in production members	7. Rhymes with jails (5) Sales
8. NABREN Banner	8. Frames for pictures or signs borders	8. Rhymes with pine (4) Sign
9. TEDENSRIP President	9. Things that deal with money financial	9. Rhymes with (almost) badger (7) manager
10. KROW Work	10. Pictures on the computer are called graphics	10. Rhymes with she wore red (10) letterhead

On the back you make up clues for other words we will use in the Print Shop.

Some of these words could be: print, pride, fonts, marketing.



Company Crossword

ACROSS CLUES

5. Someone who buys is called a _____.
6. What you should be having in this class.
7. The person who hands back papers and pays you for assignments.
12. The last activity in this TLC section where you have a job.
13. Using a computer like a calculator.
14. The money we use in TLC is spelled________.
15. Alphabetic, symbol, and numeric are different types of this.
17. Numeric ten-key machines used in many businesses.
18. How we take attendance in TLC.
19. Giving instructions to the computer.
20. What we use the Print Shop computer programs for.

DOWN CLUES

1. Learning about different jobs through job try-its.
2. Making and distributing products and services.
3. The history of computers and how they work.
4. Using a computer for sorting and arranging lists.
8. The skill needed for using a computer or typewriter.
9. Figuring and giving change to customers.
10. Using a computer like a typewriter.
11. What pictures are called on a computer.
16. The machine we can use to record your words and transcribe them on to paper.

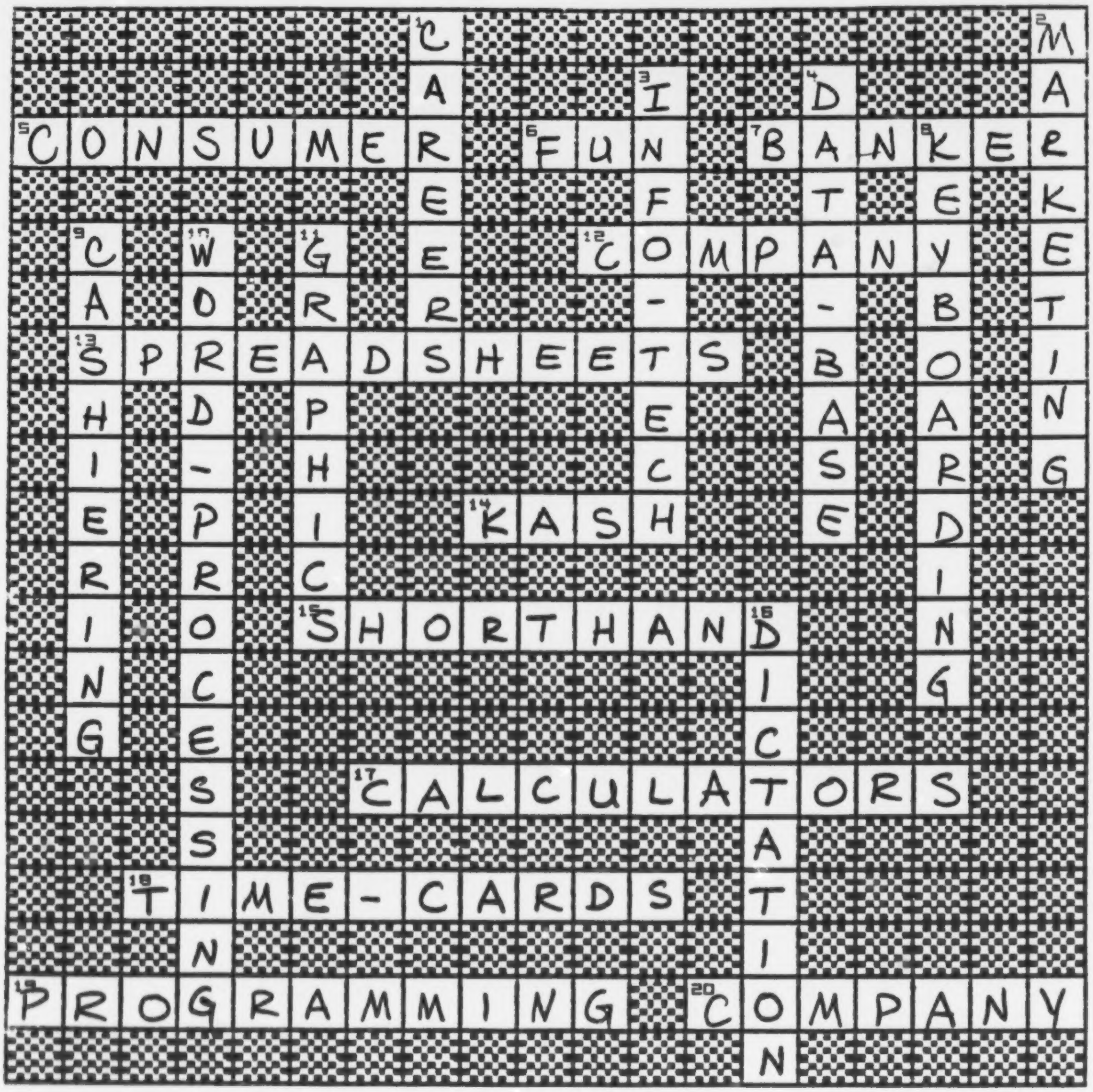
WORD LIST: COMPANY CROSSWORD

BANKER
CALCULATORS
CAREERS
CASHIERING
CONSUMER
COMPANY
COMPANY
DATA-BASE
DICTATION
FUN
GRAPHICS
INFO-TECH
KASH
KEYBOARDING
MARKETING
PROGRAMMING
SHORTHAND
SPREADSHEETS
TIME-CARDS
WORD-PROCESSING

EST COPY AVAILABLE

COMPANY CROSSWORD

KEY



							1 C											2 M
							A				3 I			4 D				A
5 C	O	N	S	U	M	E	R		6 F	U	N		7 B	A	N	8 K	E	R
							E				F			T		E		K
	9 C		10 W		11 G		E			12 C	O	M	P	A	N	Y		E
	A		O		R		R				-			-		B		T
	13 S	P	R	E	A	D	S	H	E	E	T	S		B		O		I
	H		D		P						E			A		A		N
	I		-		H						C			S		R		G
	E		P		I			14 K	A	S	H			E		D		
	R		R		C											I		
	I		O		15 S	H	O	R	T	H	A	N	16 D			N		
	N		C										I			G		
	G		E										C					
			S			17 C	A	L	C	U	L	A	T	O	R	S		
			S										A					
		18 T	I	M	E	-	C	A	R	D	S		T					
			N										I					
19 P	R	O	G	R	A	M	M	I	N	G		20 C	O	M	P	A	N	Y
													N					

FINANCIAL DEPARTMENT

Company Stock Report (Computer)	Stock Sales Manager
*Certificate of Stock	Stock Sales Manager
*Stock Deposit Slip	Stock Sales Manager
Company Payroll Report (Computer)	Payroll Manager
Employee List (Computer)	Payroll Manager
Company KASH Report (Computer)	Income Manager
Final Income Statement (Computer)	Income Manager
*Daily Bank Deposit Slips	Cashier
*Daily Expense Checklist	Expense Manager
*Company Expense Summary	Expense Manager

Special Note:

The forms marked with asterisks (*) need to be duplicated PRIOR to starting company.

SAMPLE
COMPANY STOCK REPORT

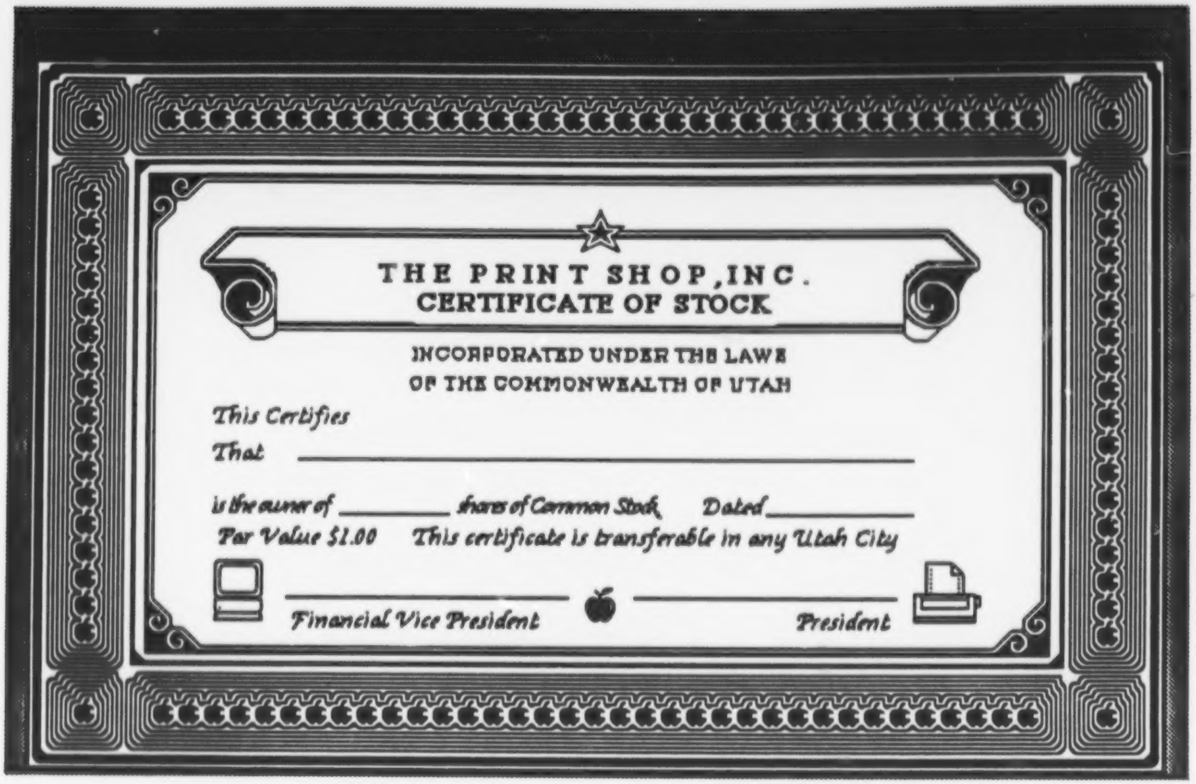
COMPANY NAME:

EMPLOYEE(S) SUBMITTING THE FINAL REPORT:

COMPANY STOCK REPORT

Net Profit----> $2,000.00

DATE	STOCK #	INVESTOR	INVESTMENT	% OF TOTAL INVESTMENT	RETURN ON INVESTMENT
JAN 19	1	SUE BAILEY	$50.00	100%	$2,000.00
	2		$0.00	0%	$0.00
	3		$0.00	0%	$0.00
	4		$0.00	0%	$0.00
	5		$0.00	0%	$0.00
	6		$0.00	0%	$0.00
	7		$0.00	0%	$0.00
	8		$0.00	0%	$0.00
	9		$0.00	0%	$0.00
	10		$0.00	0%	$0.00
	11		$0.00	0%	$0.00
	12		$0.00	0%	$0.00
	13		$0.00	0%	$0.00
	14		$0.00	0%	$0.00
	15		$0.00	0%	$0.00
	16		$0.00	0%	$0.00
	17		$0.00	0%	$0.00
	18		$0.00	0%	$0.00
	19		$0.00	0%	$0.00
	20		$0.00	0%	$0.00
	21		$0.00	0%	$0.00
	22		$0.00	0%	$0.00
	23		$0.00	0%	$0.00
	24		$0.00	0%	$0.00
	25		$0.00	0%	$0.00
	26		$0.00	0%	$0.00
	27		$0.00	0%	$0.00
	28		$0.00	0%	$0.00
	29		$0.00	0%	$0.00
	30		$0.00	0%	$0.00
	31		$0.00	0%	$0.00
	32		$0.00	0%	$0.00
	33		$0.00	0%	$0.00
	34		$0.00	0%	$0.00
	35		$0.00	0%	$0.00
		TOTALS ------->	$50.00	100%	$2,000.00



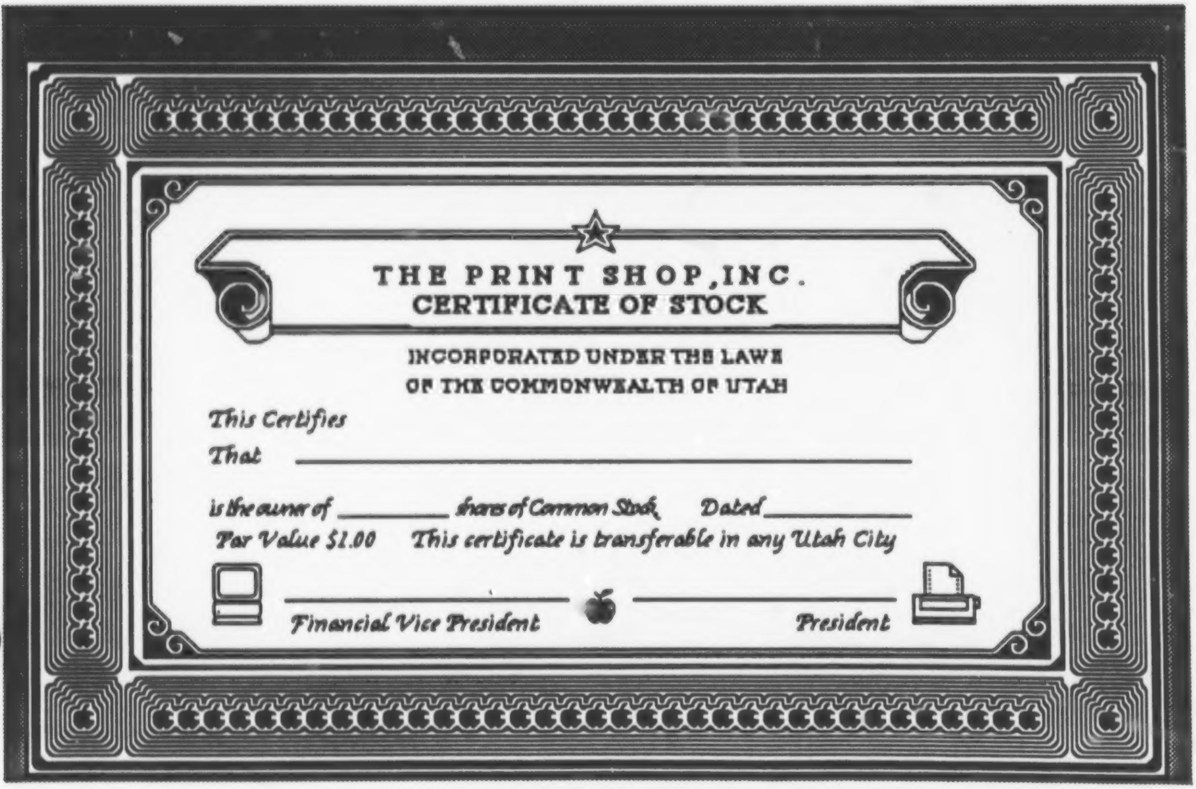
THE PRINT SHOP,INC.
CERTIFICATE OF STOCK

INCORPORATED UNDER THE LAWS
OF THE COMMONWEALTH OF UTAH

This Certifies
That ______________________________

is the owner of ________ *shares of Common Stock* *Dated* ____________
Par Value $1.00 *This certificate is transferable in any Utah City*

______________________ ______________________
Financial Vice President *President*



THE PRINT SHOP,INC.
CERTIFICATE OF STOCK

INCORPORATED UNDER THE LAWS
OF THE COMMONWEALTH OF UTAH

This Certifies
That ______________________________

is the owner of ________ *shares of Common Stock* *Dated* ____________
Par Value $1.00 *This certificate is transferable in any Utah City*

______________________ ______________________
Financial Vice President *President*

Stock Deposit Slip

Date____________________19_______ Period__________

Amount of Money Turned in: $______________

Signed:

Stock Sales Manager__________________________

Cashier____________________________________

Stock Deposit Slip

Date____________________19_______ Period__________

Amount of Money Turned in: $______________

Signed:

Stock Sales Manager__________________________

Cashier____________________________________

SAMPLE
COMPANY PAYROLL TEMPLATE

COMPANY NAME:

EMPLOYEE(S) SUBMITTING FINAL PRINTOUT:

COMPANY PAYROLL REPORT

Pay Period Ending:__________________

ACKNOWLEDGEMENT OF E.A.S.E. RECEIVED

	EMPLOYEE NAME	HOURS	WAGE/HR	GROSS PAY	DEDUCT	NET PAY	EMPLOYEE SIGNATURE
1		0	$0.00	$0.00	$0.00	$0	____________
2		0	$0.00	$0.00	$0.00	$0	____________
3		0	$0.00	$0.00	$0.00	$0	____________
4		0	$0.00	$0.00	$0.00	$0	____________
5		0	$0.00	$0.00	$0.00	$0	____________
6		0	$0.00	$0.00	$0.00	$0	____________
7		0	$0.00	$0.00	$0.00	$0	____________
8		0	$0.00	$0.00	$0.00	$0	____________
9		0	$0.00	$0.00	$0.00	$0	____________
10		0	$0.00	$0.00	$0.00	$0	____________
11		0	$0.00	$0.00	$0.00	$0	____________
12		0	$0.00	$0.00	$0.00	$0	____________
13		0	$0.00	$0.00	$0.00	$0	____________
14		0	$0.00	$0.00	$0.00	$0	____________
15		0	$0.00	$0.00	$0.00	$0	____________
16		0	$0.00	$0.00	$0.00	$0	____________
17		0	$0.00	$0.00	$0.00	$0	____________
18		0	$0.00	$0.00	$0.00	$0	____________
19		0	$0.00	$0.00	$0.00	$0	____________
20		0	$0.00	$0.00	$0.00	$0	____________
21		0	$0.00	$0.00	$0.00	$0	____________
22		0	$0.00	$0.00	$0.00	$0	____________
23		0	$0.00	$0.00	$0.00	$0	____________
24		0	$0.00	$0.00	$0.00	$0	____________
25		0	$0.00	$0.00	$0.00	$0	____________
26		0	$0.00	$0.00	$0.00	$0	____________
27		0	$0.00	$0.00	$0.00	$0	____________
28		0	$0.00	$0.00	$0.00	$0	____________
29		0	$0.00	$0.00	$0.00	$0	____________
30		0	$0.00	$0.00	$0.00	$0	____________
31		0	$0.00	$0.00	$0.00	$0	____________
32		0	$0.00	$0.00	$0.00	$0	____________
33		0	$0.00	$0.00	$0.00	$0	____________
34		0	$0.00	$0.00	$0.00	$0	____________
35		0	$0.00	$0.00	$0.00	$0	____________
36		0	$0.00	$0.00	$0.00	$0	____________
37		0	$0.00	$0.00	$0.00	$0	____________
38		0	$0.00	$0.00	$0.00	$0	____________
		TOTALS--->		$0.00	$0.00	$0	APPROVED BY:
		RECONCILIATION----------------->				$0	FINANCE VP:________ PRESIDENT:________

TOTAL ADMINISTRATIVE SALARIES (V.P.s and Managers):__________________

TOTAL EMPLOYEE SALARIES:__________________

SAMPLE
EMPLOYEE LIST TEMPLATE

COMPANY NAME:

EMPLOYEE(S) SUBMITTING THE FINAL LIST:

EMPLOYEE LIST

EMPLOYEE NAME	POSITION	WAGE/HR
1	MARKETING VICE PRESIDENT	$15.00
2	Sales Manager	$10.00
3	Advertising Manager	$10.00
4	Accounting Team Manager	$10.00
5	Accounting Team Member	$5.00
6	Accounting Team Member	$5.00
7	Accounting Team Member	$5.00
8	Accounting Team Member	$5.00
9	Delivery Manager	$10.00
10	Advertising Manager	$10.00
11	FINANCIAL VICE PRESDIENT	$15.00
12	Stock Sales Manager	$10.00
13	Stock Sales Assistant	$6.00
14	Payroll Manager	$10.00
15	Payroll Assistant	$6.00
16	Income Manager	$10.00
17	Cashier	$10.00
18	Expense Manager	$10.00
19	Expense Assistant	$6.00
20	PRODUCTION VICE PRESIDENT	$15.00
21	Production Manager	$10.00
22	Coloring Team Manager	$10.00
23	Production/Coloring Team Member	$5.00
24	Production/Coloring Team Member	$5.00
25	Production/Coloring Team Member	$5.00
26	Production/Coloring Team Member	$5.00
27	Production/Coloring Team Member	$5.00
28	Production/Coloring Team Member	$5.00
29	Production/Coloring Team Member	$5.00
30	Production/Coloring Team Member	$5.00
31	Production/Coloring Team Member	$5.00
32	Production/Coloring Team Member	$10.00
33	Quality Control Manager	$10.00
34	Quality Control Assistant	$6.00
35	PERSONNEL VICE PRESIDENT	$15.00
36	Personnel Records Manager	$10.00
37	Rersonnel Records Assistant	$6.00
38	Personnel Relations Manager	$10.00

EST COPY AVAILABL

SAMPLE

COMPANY K.A.S.H. REPORT TEMPLATE

COMPANY NAME:

EMPLOYEE(S) SUBMITTING THE FINAL REPORT:

COMPANY K. A. S. H. REPORT

For Period Ending:______________________

PREVIOUS LEDGER BALANCE: $0.00

DATE	TRANSACTION/PAYEE	KASH RECEIVED	KASH PAID	BALANCE
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
		$0.00	$0.00	$0.00

SAMPLE
FINAL INCOME STATEMENT TEMPLATE

COMPANY NAME:

EMPLOYEE(S) SUBMITTING FINAL STATEMENT:

COMPANY INCOME STATEMENT

For the Period Ending ______________________________

	QTY	AMOUNT	
Income:			
Sales: Letterheads	0	$0.00	
Sales: Banners	0	$0.00	
Sales: Greeting Cards.	0	$0.00	
Sales: Signs	0	$0.00	
Stocks Invested	0	$0.00	
GROSS INCOME.			$0.00
Expenses:			
Supply Costs -			
AppleWorks Program Disks		$0.00	
The Print Shop Program Disks		$0.00	
Printer Paper.		$0.00	
Product Sheets Colored		$0.00	
Order Forms.		$0.00	
Manilla Folders.		$0.00	
Wasted Products and Supplies.		$0.00	
Equipment Fees -			
Computer Usage		$0.00	
Printer Usage Fee.		$0.00	
Typewriter Usage Fee		$0.00	
10-Key Usage Fee		$0.00	
Facility Fees -			
Building Rental and Maintenance.		$0.00	
Utility Fees		$0.00	
Salaries -			
Administrative		$0.00	
Employees.		$0.00	
TOTAL EXPENSES.			$0.00
NET PROFIT--------------------> (NET LOSS)			$0.00

THE COMPANY
Anywhere, UT

DAILY DEPOSIT SLIP

Date ____________________ 19 ____ Daily K.A.S.H. Total: $________

Minus K.A.S.H. On Hand: $________

UTAH'S BEST BANK
Salt Lake City Office

NET DEPOSIT: $________

Employee making the deposit ____________________ Position ____________

Financial Vice President's Approval ____________________

ACCOUNT #[5000–011341–36001199765]
RM 570 (0093)

Period ____________

THE COMPANY
Anywhere, UT

DAILY DEPOSIT SLIP

Date ____________________ 19 ____ Daily K.A.S.H. Total: $________

Minus K.A.S.H. On Hand: $________

UTAH'S BEST BANK
Salt Lake City Office

NET DEPOSIT: $________

Employee making the deposit ____________________ Position ____________

Financial Vice President's Approval ____________________

ACCOUNT #[5000–011341–36001199765]
RM 570 (0093)

Period ____________

DAILY EXPENSE CHECKLIST

DATE: ____________

EQUIPMENT COSTS

QTY.	ITEM	DAILY PRICE	TOTAL COST
____	10-Key Calculator (includes ribbon and tape)	$.50 per calculator	________
____	Computer (includes Company data disk)	$1.40 per computer	________
____	Electronic Typewriter (includes ribbon)	$1.10 per typewriter	________
____	Printer (includes ribbon)	$1.50 per printer	________

QTY.	ITEM	DAILY PRICE	TOTAL COST
____	AppleWorks Program Disks (Charge once for each disk used)	(Approved by Pres.)	________
____	Manilla Folders	$.03 each	________
____	Order Forms	$.05 for 2 sheets	________
____	Paper (printed and colored)	$.05 per sheet	________
____	Paper (not printed or colored, i.e. wasted)	$.02 per sheet	________
____	Print Shop Program Disks	(Approved by Pres.)	________
____	Miscellaneous Item (list on back)	(Approved by Pres.)	________

FACILITY COSTS

QTY.	ITEM	DAILY PRICE	TOTAL COST
____	Building Maintenance	$1.00 per day	________
____	Building Rental	$5.00 per day	________
____	Utilities (electricity, water, heat)	$1.50 per day	________

Employee Submitting the Report: ______________________________

COMPANY EXPENSE SUMMARY

FROM ______ TO ______

EQUIPMENT COSTS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
10-Key Calculator (includes ribbon and tape)					
Computer (includes Company data disk)					
Electronic Typewriter (includes ribbon)					
Printer (includes ribbon)					
SUPPLY COSTS					
AppleWorks Program Disks					
Manilla Folders					
Order Forms					
Paper (printed and colored)					
Paper (not printed or colored, i.e. wasted)					
Print Shop Program Disks					
Miscellaneous Item (list them on back)					
FACILITY COSTS					
Building Maintenance					
Building Rental					
Utilities (electricity, water, heat)					

EQUIPMENT COSTS	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
10-Key Calculator (includes ribbon and tape)					
Computer (includes Company data disk)					
Electronic Typewriter (includes ribbon)					
Printer (includes ribbon)					
SUPPLY COSTS					
AppleWorks Program Disks					
Manilla Folders					
Order Forms					
Paper (printed and colored)					
Paper (not printed or colored, i.e. wasted)					
Print Shop Program Disks					
Miscellaneous Item (list on back)					
FACILITY COSTS					
Building Maintenance					
Building Rental					
Utilities (electricity, water, heat)					

Employee Submitting the Report: 561

COMPANY EXPENSE SUMMARY

FROM ______ TO ______

EQUIPMENT COSTS	DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
10-Key Calculator (includes ribbon and tape)					
Computer (includes Company data disk)					
Electronic Typewriter (includes ribbon)					
Printer (includes ribbon)					
SUPPLY COSTS					
AppleWorks Program Disks					
Manilla Folders					
Order Forms					
Paper (printed and colored)					
Paper (not printed or colored, i.e. wasted)					
Print Shop Program Disks					
Miscellaneous Item (list them on back)					
FACILITY COSTS					
Building Maintenance					
Building Rental					
Utilities (electricity, water, heat)					

EQUIPMENT COSTS	WEEK 1	WEEK 2	WEEK 3	OVERALL TOTALS
10-Key Calculator (includes ribbon and tape)				
Computer (includes Company data disk)				
Electronic Typewriter (includes ribbon)				
Printer (includes ribbon)				
SUPPLY COSTS				
AppleWorks Program Disks				
Manilla Folders				
Order Forms				
Paper (printed and colored)				
Paper (not printed or colored, i.e. wasted)				
Print Shop Program Disks				
Miscellaneous Item (list on back)				
FACILITY COSTS				
Building Maintenance				
Building Rental				
Utilities (electricity, water, heat)				

Employee Submitting the Report: ______________________________

APPENDIX

The following pages contain the forms and sample printouts that are necessary to run "The Company." They are listed in the appropriate department. Also listed is the employee responsible for completing each form.

MARKETING DEPARTMENT

*Banner Order Form	Salespeople
*Sign Order Form	Salespeople
*Letterhead Order Form	Salespeople
*Greeting Card Order Form	Salespeople
*Routing Order (for back of ALL orders)	Salespeople
*Color Order Form	Salespeople
*Personal Sales Record	Salespeople
Sales Report--Individual Sales (Computer)	Sales Manager
Sales Report--Total Products Sold (Computer)	Sales Manager
Sales Report--Overall Sales (Computer)	Sales Manager
*Delivery Receipts	Delivery Manager

Special Note:

The forms marked with asterisks (*) need to be duplicated PRIOR to starting company.

Banner Order Form

Message

Font ______________________
Name / Disk

Total # of Letters ____
☐ Outline, $5 per letter $________
☐ Solid, $10 per letter $________
☐ Fully Colored, $3 per letter $________
☐ Outlined w/ color, $1 per letter $________
☐ Not Colored

Name of Graphic Disk

Second Graphic Disk

Where do you want the graphic? ☐ Before message ☐ After message
☐ Both Before and after message
$10 per graphic $________

Customer Name

$________
Total

Salesperson

- -

Customer Receipt

Customer Name

Order ☐ Sign ☐ Letterhead
☐ Greeting Card ☐ Banner

Salesperson
Date
$________
Total

Banner Order Form

Message

Font ______________________
Name / Disk

Total # of Letters ____
☐ Outline, $5 per letter $________
☐ Solid, $10 per letter $________
☐ Fully Colored, $3 per letter $________
☐ Outlined w/ color, $1 per letter $________
☐ Not Colored

Name of Graphic Disk

Second Graphic Disk

Where do you want the graphic? ☐ Before message ☐ After message
☐ Both Before and after message
$10 per graphic $________

Customer Name

$________
Total

Salesperson

- -

Customer Receipt

Customer Name

Order ☐ Sign ☐ Letterhead
☐ Greeting Card ☐ Banner

Salesperson
Date
$________
Total

Sign Order Form

Sign $10.00

Border ____________________
No Charge
Name / Disk

Font ____________________
Name / Disk
☐ Outline ☐ 3-D ☐ Solid

Font Size
☐ Normal 6.00 __________
☐ Double 9.00 __________

Graphic ____________________
Name / Disk

2nd Graphic ____________________
Name / Disk

☐ Small 6.00 __________
☐ Medium 8.00 __________
☐ Large 10.00 __________
☐ Fully Colored 12.00 __________
☐ Partially Colored 8.00 __________
☐ Not Colored

Rough Sketch of Sign Ordered

____
Message

____
Customer

____________________ $ __________
Salesperson Total

- -

Customer Receipt

____________________ Order ☐ Sign ☐ Letterhead
Customer Name ☐ Greeting Card ☐ Banner

____________________ __________ $ __________
Salesperson Date Total

566

Sign Order Form

Sign $10.00

Border ____________________
No Charge
Name / Disk

Font ____________________
Name / Disk
☐ Outline ☐ 3-D ☐ Solid

Font Size
☐ Normal 6.00 __________
☐ Double 9.00 __________

Graphic ____________________
Name / Disk

2nd Graphic ____________________
Name / Disk

☐ Small 6.00 __________
☐ Medium 8.00 __________
☐ Large 10.00 __________
☐ Fully Colored 12.00 __________
☐ Partially Colored 8.00 __________
☐ Not Colored

Rough Sketch of Sign Ordered

____
Message

____
Customer

____________________ $ __________
Salesperson Total

- -

Customer Receipt

____________________ Order ☐ Sign ☐ Letterhead
Customer Name ☐ Greeting Card ☐ Banner

____________________ __________ $ __________
Salesperson Date Total

567

Letterhead Order Form

Top Includes name line and one graphic **$10.00**

Name or Message

Graphic Name / Disk

Font Style / Disk

Graphic Position:

☐ Left Corner ☐ Right Corner ☐ Both Corners ☐ Row of Six ☐ Tiled

Separating Line between Top and Body of Letterhead? ☐ Yes ☐ No

Address Lines

$6.00--charge only if used

Bottom Includes name line and one graphic **$10.00**

Name or Message

Graphic Name / Disk

Font Style / Disk

Graphic Position:

☐ Left Corner ☐ Right Corner ☐ Both Corners ☐ Row of Six ☐ Tiled

Separating Line between Bottom and Body of Letterhead? ☐ Yes ☐ No

Customer Signature

Salesperson

$ Total Due

Customer Receipt

Customer Name

Order: ☐ Sign ☐ Letterhead ☐ Greeting Card ☐ Banner

568

Salesperson

Date

$ Total

Letterhead Order Form

Top Includes name line and one graphic $10.00

Name or Message

Graphic Name / Disk

Font Style / Disk

Graphic Position:

☐ Left Corner ☐ Right Corner ☐ Both Corners ☐ Row of Six ☐ Tiled

Separating Line between Top and Body of Letterhead? ☐ Yes ☐ No

Address Lines

$6.00--charge only if used

Bottom Includes name line and one graphic $10.00

Name or Message

Graphic Name / Disk

Font Style / Disk

Graphic Position:

☐ Left Corner ☐ Right Corner ☐ Both Corners ☐ Row of Six ☐ Tiled

Separating Line between Bottom and Body of Letterhead? ☐ Yes ☐ No

Customer Signature

Salesperson

$ Total Due

Customer Receipt

Customer Name

Order: ☐ Sign ☐ Letterhead ☐ Greeting Card ☐ Banner

Salesperson

Date

$ 569 Total

Greeting Card Order Form

Outside **Includes Graphic** $10.00

Border ____________________
Name & Disk

Font Size ☐ Normal ☐ Double

Font ____________________
Name & Disk
Each Line of Writing $3.00

$ ____________
Total of Outside

Graphic ____________________
Name & Disk
☐ Small ☐ Med ☐ Large

____
Message

Inside **Includes Graphic** $10.00

Border ____________________
Name & Disk

Font Size ☐ Normal ☐ Double

Font ____________________
Name & Disk
Each Line of Writing $3.00

$ ____________
Total of Inside

Graphic ____________________
Name & Disk
☐ Small ☐ Med ☐ Large

____
Message

Fully Colored $12 ____________

Partially colored $6 ____________

Not colored ☐

____
Customer

____
Salesperson

$ ____________
Total

- - - - - - - - - - - - - - - - - - - -

Customer Receipt

____
Customer Name

Order: ☐ Sign ☐ Letterhead ☐ Greeting Card ☐ Banner

____
Salesperson

____
Date

$ ____________
Total

Greeting Card Order Form

Outside **Includes Graphic** $10.00

Border ____________________
Name & Disk

Font Size ☐ Normal ☐ Double

Font ____________________
Name & Disk
Each Line of Writing $3.00

$ ____________
Total of Outside

Graphic ____________________
Name & Disk
☐ Small ☐ Med ☐ Large

____
Message

Inside **Includes Graphic** $10.00

Border ____________________
Name & Disk

Font Size ☐ Normal ☐ Double

Font ____________________
Name & Disk
Each Line of Writing $3.00

$ ____________
Total of Inside

Graphic ____________________
Name & Disk
☐ Small ☐ Med ☐ Large

____
Message

Fully Colored $12 ____________

Partially colored $6 ____________

Not colored ☐

____
Customer

____
Salesperson

$ ____________
Total

- - - - - - - - - - - - - - - - - - - -

Customer Receipt

____
Customer Name

Order: ☐ Sign ☐ Letterhead ☐ Greeting Card ☐ Banner

____
Salesperson

____
Date

$ ____________
Total

Customer Signature __________

Salesperson __________

Accounting Team __________

Accounting Manager __________

Cashier __________

Income Manager __________

Finance V.P. __________

Sales Manager __________

Marketing V.P. __________

Production Manager __________

Production Team __________

Coloring Team __________

Coloring Manager __________

Quality Control __________

Production V.P. __________

Delivery Manager __________

Customer Signature __________

Salesperson __________

Accounting Team __________

Accounting Manager __________

Cashier __________

Income Manager __________

Finance V.P. __________

Sales Manager __________

Marketing V.P. __________

Production Manager __________

Production Team __________

Coloring Team __________

Coloring Manager __________

Quality Control __________

Production V.P. __________

Delivery Manager __________

COLOR ORDER FORM

CUSTOMER NAME: ______________________________

SALESPERSON: ______________________________

ITEM ORDERED: Letterhead Greeting Card Banner Sign

COLOR STYLE TO BE USED ON FONT: Outlined Filled Solor w/ Color

SPECIAL COLORING INSTRUCTIONS FOR LETTERING:

____

____

____

SPECIAL COLORING INSTRUCTIONS FOR GRAPHIC:

____

____

____

____

____

____

COLOR ORDER FORM

CUSTOMER NAME: ______________________________

SALESPERSON: ______________________________

ITEM ORDERED: Letterhead Greeting Card Banner Sign

COLOR STYLE TO BE USED ON FONT: Outlined Filled Solor w/ Color

SPECIAL COLORING INSTRUCTIONS FOR LETTERING:

____

____

____

SPECIAL COLORING INSTRUCTIONS FOR GRAPHIC:

____

____

____

____

____

____

Personal Sales Record

Salesperson______________________________ Period______

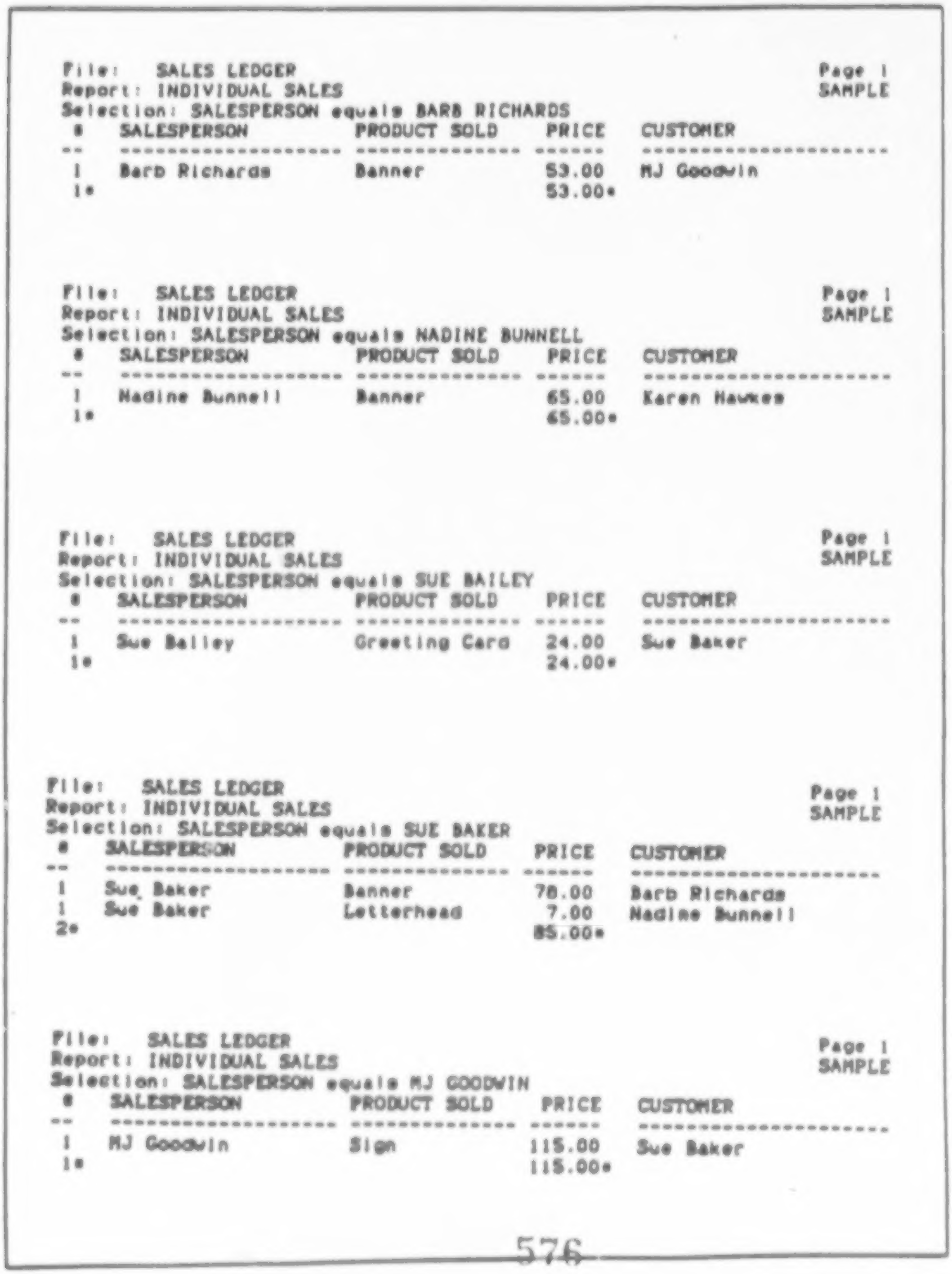
Banners Sold	Signs Sold	Greeting Cards Sold	Letterheads Sold
Customer Name:	Customer Name:	Customer Name:	Customer Name:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Personal Sales Record

Salesperson______________________________ Period______

Banners Sold	Signs Sold	Greeting Cards Sold	Letterheads Sold
Customer Name:	Customer Name:	Customer Name:	Customer Name:
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
.			
12.			

SAMPLE
INDIVIDUAL SALES PRINTOUTS



```
File:   SALES LEDGER                                                Page 1
Report: INDIVIDUAL SALES                                            SAMPLE
Selection: SALESPERSON equals BARB RICHARDS
 #   SALESPERSON         PRODUCT SOLD   PRICE   CUSTOMER
--   ------------------- -------------- ------  --------------------
 1   Barb Richards       Banner          53.00  MJ Goodwin
 1*                                      53.00*
```

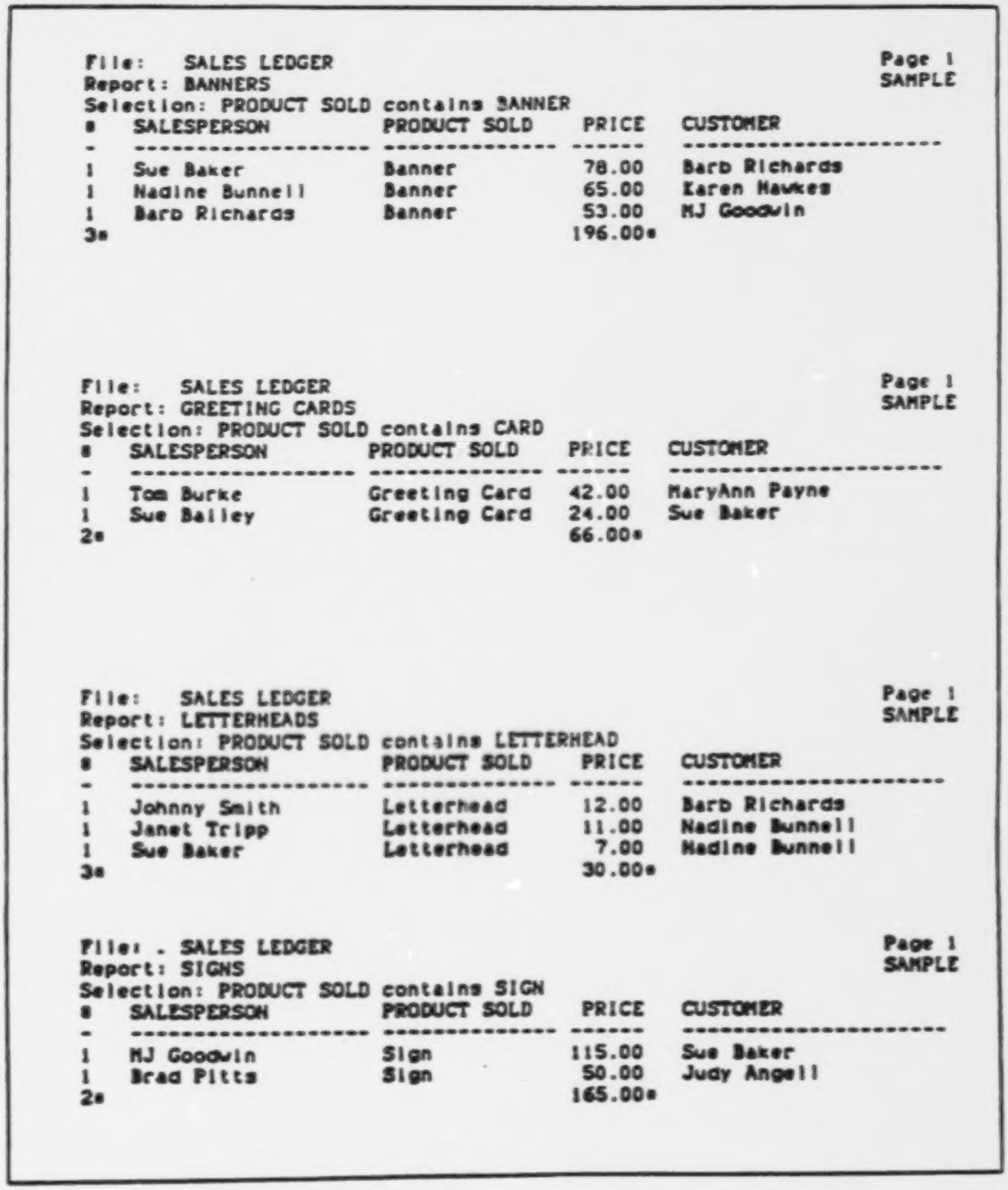
```
File:   SALES LEDGER                                                Page 1
Report: INDIVIDUAL SALES                                            SAMPLE
Selection: SALESPERSON equals NADINE BUNNELL
 #   SALESPERSON         PRODUCT SOLD   PRICE   CUSTOMER
--   ------------------- -------------- ------  --------------------
 1   Nadine Bunnell      Banner          65.00  Karen Hawkes
 1*                                      65.00*
```

```
File:   SALES LEDGER                                                Page 1
Report: INDIVIDUAL SALES                                            SAMPLE
Selection: SALESPERSON equals SUE BAILEY
 #   SALESPERSON         PRODUCT SOLD   PRICE   CUSTOMER
--   ------------------- -------------- ------  --------------------
 1   Sue Bailey          Greeting Card   24.00  Sue Baker
 1*                                      24.00*
```

```
File:   SALES LEDGER                                                Page 1
Report: INDIVIDUAL SALES                                            SAMPLE
Selection: SALESPERSON equals SUE BAKER
 #   SALESPERSON         PRODUCT SOLD   PRICE   CUSTOMER
--   ------------------- -------------- ------  --------------------
 1   Sue Baker           Banner          78.00  Barb Richards
 1   Sue Baker           Letterhead       7.00  Nadine Bunnell
 2*                                      85.00*
```

```
File:   SALES LEDGER                                                Page 1
Report: INDIVIDUAL SALES                                            SAMPLE
Selection: SALESPERSON equals MJ GOODWIN
 #   SALESPERSON         PRODUCT SOLD   PRICE   CUSTOMER
--   ------------------- -------------- ------  --------------------
 1   MJ Goodwin          Sign           115.00  Sue Baker
 1*                                     115.00*
```

SAMPLE
TOTAL PRODUCTS SOLD PRINTOUTS



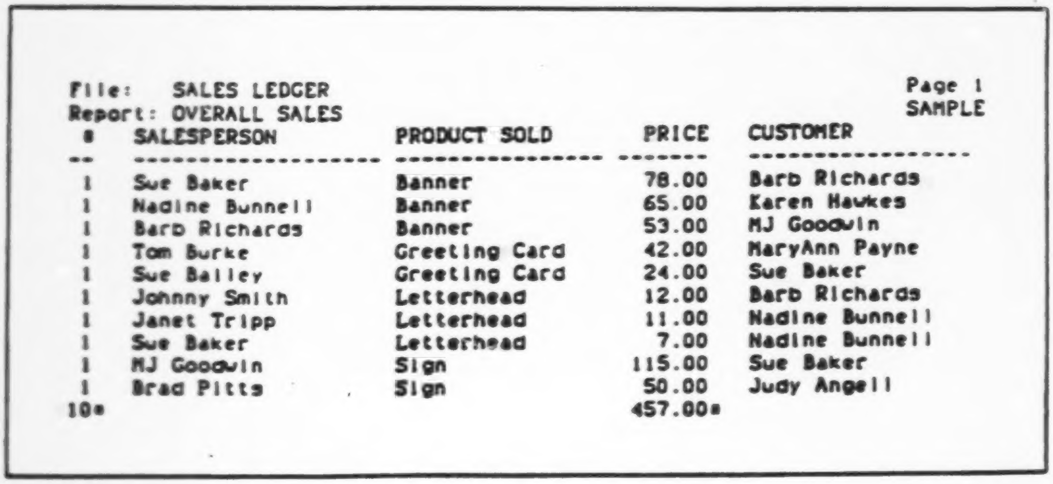
```
File:   SALES LEDGER                                              Page 1
Report: BANNERS                                                   SAMPLE
Selection: PRODUCT SOLD contains BANNER
#   SALESPERSON          PRODUCT SOLD     PRICE   CUSTOMER
-   ------------------   -------------   ------   ---------------------
1   Sue Baker            Banner           78.00   Barb Richards
1   Nadine Bunnell       Banner           65.00   Karen Hawkes
1   Barb Richards        Banner           53.00   MJ Goodwin
3*                                       196.00*


File:   SALES LEDGER                                              Page 1
Report: GREETING CARDS                                            SAMPLE
Selection: PRODUCT SOLD contains CARD
#   SALESPERSON          PRODUCT SOLD     PRICE   CUSTOMER
-   ------------------   -------------   ------   ---------------------
1   Tom Burke            Greeting Card    42.00   MaryAnn Payne
1   Sue Bailey           Greeting Card    24.00   Sue Baker
2*                                        66.00*


File:   SALES LEDGER                                              Page 1
Report: LETTERHEADS                                               SAMPLE
Selection: PRODUCT SOLD contains LETTERHEAD
#   SALESPERSON          PRODUCT SOLD     PRICE   CUSTOMER
-   ------------------   -------------   ------   ---------------------
1   Johnny Smith         Letterhead       12.00   Barb Richards
1   Janet Tripp          Letterhead       11.00   Nadine Bunnell
1   Sue Baker            Letterhead        7.00   Nadine Bunnell
3*                                        30.00*

File: . SALES LEDGER                                              Page 1
Report: SIGNS                                                     SAMPLE
Selection: PRODUCT SOLD contains SIGN
#   SALESPERSON          PRODUCT SOLD     PRICE   CUSTOMER
-   ------------------   -------------   ------   ---------------------
1   MJ Goodwin           Sign            115.00   Sue Baker
1   Brad Pitts           Sign             50.00   Judy Angell
2*                                       165.00*
```

SAMPLE
OVERALL SALES PRINTOUT



```
File:   SALES LEDGER                                             Page 1
Report: OVERALL SALES                                            SAMPLE
 #   SALESPERSON         PRODUCT SOLD        PRICE   CUSTOMER
--   ------------------  ----------------  -------   ----------------
 1   Sue Baker           Banner              78.00   Barb Richards
 1   Nadine Bunnell      Banner              65.00   Karen Hawkes
 1   Barb Richards       Banner              53.00   MJ Goodwin
 1   Tom Burke           Greeting Card       42.00   MaryAnn Payne
 1   Sue Bailey          Greeting Card       24.00   Sue Baker
 1   Johnny Smith        Letterhead          12.00   Barb Richards
 1   Janet Tripp         Letterhead          11.00   Nadine Bunnell
 1   Sue Baker           Letterhead           7.00   Nadine Bunnell
 1   MJ Goodwin          Sign               115.00   Sue Baker
 1   Brad Pitts          Sign                50.00   Judy Angell
10*                                         457.00*
```

Delivery Receipt

/

Customer Name **Salesperson**

Delivery Date **Delivery Person**

☐ **Sign** ☐ **Letterhead** ☐ **Card** ☐ **Banner**

Customer Signature

Delivery Receipt

/

Customer Name **Salesperson**

Delivery Date **Delivery Person**

☐ **Sign** ☐ **Letterhead** ☐ **Card** ☐ **Banner**

Customer Signature

Delivery Receipt

/

Customer Name **Salesperson**

Delivery Date **Delivery Person**

☐ **Sign** ☐ **Letterhead** ☐ **Card** ☐ **Banner**

Customer Signature

PERSONNEL DEPARTMENT

*Personal Information Sheet (All Employees)	Personnel Records Manager
*Weekly Time Cards	Personnel Records Manager
*Payroll Summary Sheet	Personnel Records Manager
*Unsatisfactory Performance Report	Personnel Records Manager
*Final Evaluation Form (All Employees)	Personnel Records Manager
*Employee Evaluation (Rating Sheet) (filled out by VPs for all employees)	Personnel Vice President

Special Note:

The forms marked with asterisks (*) need to be duplicated PRIOR to starting company.

PERSONAL INFORMATION SHEET

EMPLOYEE NAME: ______________________________ PHONE: ________

ADDRESS: ____

CITY: ______________________ STATE: _______________ ZIP: ______

BACKGROUND:

How many assignments did you complete during the 40 rotation days? ______________

What activity did you enjoy the most? ______________________________

What 3 jobs would you enjoy doing most? (1) _______________ (2) _______________

(3) _______________

Do you like to work with people or alone? ______________________________

Why do you feel you should be hired for this job? ______________________________

____

____

WHERE CAN YOU BE REACHED?

PERIOD 1: ____

PERIOD 2: ____

PERIOD 3: ____

PERIOD 4: ____

PERIOD 5: ____

PERIOD 6: ____

PERIOD 7: ____

==

FOR OFFICE USE ONLY

ONLY PERSONNEL DEPT. EMPLOYEES MAY WRITE IN THIS SECTION

EMPLOYEE WORK RECORDS

Dates of Absences: ____

Dates of Tardies: ____

Salary Deduction Record: ____

____

Unsatisfactory Performance Record: ____

____

Job Satisfaction Comments: ____

____

Other Comments:

WEEKLY TIME CARD

EMPLOYEE ____________________ **WAGE/HR** _____

POSITION __________________________________

VICE PRESIDENT ______________________________

DATE	DUTIES PERFORMED	HRS	V.P. APPROVAL

TOTAL HOURS APPROVED---> ☐

EMPLOYEE SIGNATURE: ____________________________

WEEKLY TIME CARD

EMPLOYEE ____________________ **WAGE/HR** _____

POSITION __________________________________

VICE PRESIDENT ______________________________

DATE	DUTIES PERFORMED	HRS	V.P. APPROVAL

TOTAL HOURS APPROVED---> ☐

EMPLOYEE SIGNATURE: ____________________________

PAYROLL SUMMARY SHEET

For Pay Period Ending: ______________________

Personnel Records Manager: ______________________

EMPLOYEE NAME and WAGE		TOTAL HRS. WORKED	TOTAL HRS. DEDUCTED	HOURS APPROVED FOR PAY
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				

THE COMPANY

Final Evaluation

Employee________________________________ Period__________

The following assignments have been completed:

1. Purchased______shares of stock:____________________________
   OR
   Purchased______shares or more of stock:____________________**
2. Sold 3 products:____
   OR
   Sold 4 or more products:___________________________________**
3. Purchased 3 products:_____________________________________
   OR
   Purchased 4 or more products:______________________________**
4. Good Employee Evaluation Rating:__________________________
5. Worksheet #1:____

   Worksheet #2:____

   Worksheet #3:____

   Worksheet #4:____

GRADING SCALE
A = 10 - 11
B = 8 - 9
C = 5 - 7
D = 3 - 4

TOTAL ________________

GRADE ________________

**Counts as 2 points

Vice President______________________________________

Employee Rating Sheet

Name________________________________ Job Title____________________

*Directions: Place a check in the column which best describes **your** opinion of how this employee worked during the Company.*

Personal Qualities	Excellent	Good	Fair
On Time			
Works well with others			
Does the work well			
Is honest in work			
Keeps busy			
Follows directions carefully			
Hard Working			
Is polite to others			

Technical Skills			
Computer Knowledge (if using)			
Electronic Typewriter (if using)			
10-key Calculator (if using)			

Comments:____

____

____

Supervisor's Signature__________________________ Date__________________

PRODUCTION DEPARTMENT

*Wasted Material Report	Quality Control Manager
Quality/Cost Control Report (Comp.)	Quality Control Manager
*Print Shop Graphic Samples ↳(NOT INCLUDED – THESE WILL VARY DEPENDING ON YOUR SPECIFIC SOFTWARE)	Salespeople

Special Note:

The forms marked with asterisks (*) need to be duplicated PRIOR to starting company.

WASTED MATERIAL REPORT

Date: ____________________

Employee Responsible: ______________________________

Department/Position: ______________________________

Material and Amt. Wasted: ___________________________

Reason for Waste:

Qual. Cont.
Signature: ____

Vice President's
Signature: ____

(For Personnel Office Use)

Payroll Deduction Amount: _____________
(1 Wasted Sheet = 1 Hour Deducted)

Personnel Record Manager
Signature: ____

WASTED MATERIAL REPORT

Date: ____________________

Employee Responsible: ______________________________

Department/Position: ______________________________

Material and Amt. Wasted: ___________________________

Reason for Waste:

Qual. Cont.
Signature: ____

Vice President's
Signature: ____

(For Personnel Office Use)

Payroll Deduction Amount: _____________
(1 Wasted Sheet = 1 Hour Deducted)

Personnel Record Manager
Signature: ____

SAMPLE

CO. NAME:

EMPLOYEE(S) SUBMITTING THE FINAL PRINTOUT:

QUALITY/COST CONTROL REPORT

DATE	EMPLOYEE(S) RESPONSIBLE AND REASON FOR WASTE	# OF SHEETS WASTED	QUALITY CONTROLLER
		$0.00	$0.00

Period ______ PRODUCTION LOG Date ______

CUSTOMER NAME	BANNER	SIGN	G. CARD	LTR.HEAD	EMPLOYEE ASSIGNED	DATE DONE